

mine than anybody thought at first because there are no simple answers—at least there are no simple answers that are worth much.

Perhaps I can illustrate this point by listing a few of the questions we have asked ourselves about the kinds of instructional materials that will do the best job of representing minority groups.

1. At first we asked ourselves whether we should develop special books for schools that have largely nonwhite (or other minority groups) students in order to provide them with stories, for instance, that are more relevant to their environment than the "Dick and Jane" stories of the past.

We decided that we should, and the "Skyline Series" is one of the results of that decision. Obviously the answer was not simply to retain the stories and change the illustrations to include a few dark-skinned children. Nor was the answer to include stories about African children or dark-skinned children in other parts of the world.

If the books were to penetrate to the heart of the problem, the stories themselves should reflect the environment and the experience, the satisfactions and frustrations of children living largely in urban ghettos.

2. But readers such as the "Skyline Series" with their warm and friendly stories and illustrations also met the needs of children in schools attended largely or entirely by white pupils. For these children the "Skyline Series" made them aware of the common bond of all children regardless of racial background or environment.

3. What about reading level: Don't minority group children in city schools have less verbal ability than white children in suburban schools? Or is it more accurate to say that children of all groups who live in slums are apt to have less verbal ability than children of all groups who live in the suburbs. We believe the latter is more accurate, and that is why there is as much concern now for multilevel materials as for multiracial materials.

4. Related to this is the matter of motivation. Books and films with high motivational value will do a lot more good than materials without it. Do the same things motivate minority group children that motivate other children? Probably yes, but the answer to this is not at all clear.

5. Elaborating on this point, should stories use the idiomatic language of the minority group? Or, forgetting the minority group origin, should the characters in stories with slum settings speak the language of the slum? That might make them more meaningful. But reading teachers are trying to get the children to speak better English, and won't the slang in the stories hurt this effort? (Some good research is being done in this whole area.)

6. To touch on a particularly sensitive matter, what type of Negro should be used in illustrations to represent the whole group? In our opinion, the illustrations should be representative of all of America's Negroes in order to show that they have different physical characteristics and a wide range of color (just as white people do), and that they are found at all levels of our society. And the same thing applies to other minority groups: Jews, Spanish-Americans, Orientals, and Puerto Ricans.

7. Turning to the development in Negroes (and in all children, for that matter) of a better understanding of the contribution of minority groups to American history and life, what are the best ways to do it?

And in what subjects? Or in all subjects? There are some obvious answers, like the development of book units or films on Negro history, but there are also many less obvious possibilities.

For instance, in material on the westward expansion of the country, why did the American Indian react as he did, what was his philosophy, and what impact did his actions have on the makeup of the westward movement itself?

What is the significance of the role of Negroes as soldiers in the Civil War, and in subsequent wars? The possibilities are endless and there is no lack of good source material.

8. In illustrative test writing, what role do you put nonwhites in? For instance, in the occupational books referred to earlier, that is, "Charley the TV Repairman" and "Alice the Waitress," who should be the Negro, who should be the white, and who should be the Jew?

Mixing them up makes the examples more realistic and therefore more apt to hold the student's interest; and the choices we make of these alternatives will also influence the attitudes of the students, simply because the attitudes of Negroes toward Jews are involved (remember that Charles is a Negro boy who gets a job with a Jewish boss) and because most whites still think of white bosses and Negro subordinates (but Alice is white and goes to a Negro guidance counselor for advice).

9. Speaking of motivation, how do you draw on the strengths of minority groups? For instance, the independence that many of them have.

10. Perhaps most important of all, how do you get at the attitudes of teachers themselves, because they are a much greater force in education than publishers or their books and films. That is why we did the film series on teaching the disadvantaged child, and why we recognize that much more needs to be done.

I have cited these examples of our concern merely to make the point that the effective representation of minority groups requires the most thoughtful and intellectually honest editorial effort we can apply to it.

Mr. BURTON. Mr. Locke, with your indulgence we have a Member of the House here who had to leave another meeting and must return quickly. Would you object if we have Congressman Gettys and his people come up?

Mr. GETTYS. Thank you very much.

If I may introduce the men from my State and let them take their regular order, we would not interrupt the witness.

Mr. BURTON. I would prefer that if that is acceptable to you.

Mr. GETTYS. Thank you very much. We appreciate your kindness in interrupting the witness.

I have, Mr. Chairman and members of the committee, Dr. J. Carlisle Holler, who is the director of the division of instruction of South Carolina Board of Education and the witness, Mr. H. C. Quarles, director of the division of textbooks, South Carolina Department of Education. I would like to introduce them to the committee and I thank the committee again for indulging me this opportunity.

Mr. BURTON. Thank you, Congressman. We welcome the gentlemen.

Mr. BRADEMAS. I know Mr. Locke's testimony is not much longer. In my view it is extremely well prepared. I think we might let him go ahead and read the balance of it.

Mr. BURTON. With that suggestion, you may proceed, Mr. Locke. Now, that we have the time problem out of the way, don't feel the need to rush through what you have to say.

Mr. LOCKE. It is difficult to comment precisely about this matter because we submit all books and films wherever possible and whenever we think that a school is either interested in them or has the funds to buy them or has called for a specific adoption.

Since we are competing against the books and other materials of all publishers, we are obviously not successful in every presentation we make. As a rule, the selecting authority, which varies from system to system and State to State, and which can be an individual, a committee, or a State board, does not provide us with an explanation as to why our book was not selected.

In an effort to get some precise information about the pattern of sales for some of our books and films that are particularly forthright in their treatment of minority groups, I have obtained the sales records for the first half of 1966 of most of the books and films cited earlier in this statement, and they are included in the exhibit that I am submitting to the committee. I have studied these sales reports and do not feel that I can draw any valid conclusions from them.

Trends in the costs of books and tests since the passage of NDEA and up to and including ESEA

I assume that the committee wants to know what has happened to the prices of books and films that have sold best because of such Federal programs as NDEA and ESEA. I can make the following statements for McGraw-Hill:

1. NDEA had its principal impact for us in the sale of films and filmstrips, although the impact was not significant until about 1962 or 1963. Although costs have risen, our film and filmstrip prices have changed very little in recent years, as the following table will show for the past 5 years:

Year	Prices changed	Percent of total titles	Effect on total price-level (percent)
1962.....	113	10.3	±1.0
1963.....	79	7.2	±3.0
1964.....	56	5.6	±0.5
1965.....	None	-----	No change
1966.....	25	2.5	±0.2

2. The impact on our sales of ESEA has naturally been very recent—in fact, almost entirely during 1966—and principally in the sale of reading programs. McGraw-Hill is the publisher of "Programed Reading," developed by Dr. M. W. Sullivan, and its sales have risen sharply this year. The table in appendix 5 shows the prices of all the units of "Programed Reading" since publication of the first units in 1963. The increases have been extremely nominal.

Anticipated needs for increased expenditures by schools for texts and library books

Purchases of new textbooks and other instructional materials have risen sharply this year because of ESEA, and part of the gap has been closed between what should be done for schoolchildren and what is being done.

The dramatic growth in reading clinics, for instance, and the wide use this year of special reading materials should do much to increase the reading abilities of younger children and reduce the number of educational problems when the same children reach the dropout age.

However, more is needed, and the following comments may be appropriate:

1. Instructional materials of all sorts are improving rapidly as educators, authors, and publishers learn more about how best to help children learn. As the rate of improvement goes up, schools should replace their old programs more rapidly, and this costs money.

2. Among the newer instructional programs are many nonbook materials, including films, individual lab kits for science instruction, and even educational games for preschool programs. They tend to be expensive and can seldom be purchased by a school unless it literally multiplies its budget for instructional materials.

These new so-called multimedia programs are often extremely effective, and schools need more money to buy them.

3. Commissioner Howe has pointed out that the availability of larger funds for education may result in the sale of untested instructional materials, and especially of instructional equipment. Much of it will be unfamiliar to teachers and they may find it difficult to choose the right programs for their students.

In our view, these newer programs have exciting possibilities for improved instruction, and they should be well worth their substantial cost. However, we share Commissioner Howe's concern, and we feel strongly that publishers and other producers of educational materials and equipment should provide schools with sufficient technical data as to the effectiveness of their programs so that teachers who are more at home with books than with films or with instructional equipment will be able to evaluate them properly.

We will both produce these programs and provide technical data as to their effectiveness.

4. Overriding these considerations, if our present efforts to expand educational opportunity are successful, they will in turn create greater demands. As children and older students improve their basic skills and capacity to learn and grow in their aspirations, they will want and need even more education.

We should not hold back these aspirations with either ineffectual or insufficient books, films, or any other kind of instructional materials. And we have only scratched the surface in preschool programs, education for the handicapped, and continuing education. There is much more to be done, and it will require more money as well as the intellectual efforts of teachers, authors, and publishers.

To conclude, and returning to the question of how minority groups are represented in textbooks, films, and other materials, I believe that McGraw-Hill has made good progress, but we must and will do more.

(The information referred to follows:)

APPENDIX 1

Books and Other Printed Materials for Classroom Instruction (McGraw-Hill Book Co.)

Elementary

Experiences in Science (texts and experimental materials for science in grades 1 to 6):

Grade 1 (1966) (p)

Hot and Cold
Young Animals
Light and Shadow
Earth and Sun
Weather
Plants in Spring

Grade 2 (1966)

Magnets
Batteries
Groups
Balances
Air
Living Things

Grade 3 (1966)

Motion
Earth, Sun, and Seasons
Heat
Sound
Life Histories
Plant and Animal Responses

Grade 4 (1967)

Solids, Liquids, and Gases
Adaptations
Atmosphere and Weather
Chemical Change
Geologic Processes
Ecology

Grade 5 (1967)

Microscopic Life
Molds
Unbalanced Forces
Balanced Forces
Mapping
Time

Grade 6 (1967)

Electricity
Life Processes of Plants
Light
Color
The Universe
Continuity of Life

Lloyd: You Learn To Type (1966).

Skyline Series (1965) (Brown-Phillips-Jaffe-Paul):

Watch Out for C.

The Hidden Lookout.

Who Cares.

Secondary social studies

Eagleton Inst. Politics: The Problems and Promise of American Democracy (1964).

Hemphill: Cavalier Commonwealth (1963).

Smith: Economics for our Times (1966).

Ritter: Our Oriental Americans (1965).

Senior: Our Citizens From the Caribbean (1965).

Clemons: The American Negro (1965).

Barth: Heritage of Liberty (1965).

Kohn: The World Today: Its Patterns and Cultures (1966).

Kinble: Tropical Africa Today (1965).

Bertrand: Our Land in a World Setting (1966).

Blaich: The Challenge of Democracy (1966).

Secondary homemaking and guidance

Sturm: Guide to Modern Clothing (1962).

Sorenson: Psychology for Living (1964).

Shank: Guide to Modern Meals (1964).

Beery: Manners Made Easy (1966).

Barclay: Teen Guide to Homemaking (1967).

Baxter: Your Life in a Big City (1967).

Secondary language arts

- Ommanney : The Stage and the School (1960).
 Hibbs : Speech for Today (1965).
 Carlsen et al. : Insights : Themes in Literature (1967).
 Carlsen et al. : Encounters : Themes in Literature (1967).
 Carlsen et al. : American Literature : Themes and Writers (1967).
 Carlsen et al. : Western Literature : Themes and Writers (1967).

Secondary science

- Braungart : Biology—The Study of Living Things (1963).
 Diehl : Health and Safety for You (1964).

Secondary driver education

- American Automobile Association : Sportsmanlike Driving (1965).

Secondary vocational

- Archer : General Office Practice, 2/e (1963).
 Ernest : Salesmanship Fundamentals, 3/e (1965).
 Bredow : Medical Secretarial Procedures, 5/e (1966).
 Rosenberg : College Business Law, 3/e (1966).
 Huffman : Office Procedures and Administration (1965).
 Robinson : College Business Organization and Management, 3/e (1964).
 Place : College Secretarial Procedures, 3/e (1964).
 Tonne : Business Principles, Organization, and Management, 2/e (1963).
 Price : General Business for Everyday Living, 3/e (1966).
 Wilhelms : Consumer Economics, 3/e (1966).
 Strony : The Secretary at Work, 3/e (1966).
 Wood : The Receptionist (1966).

*Basic Education for Drop-Outs, Job Corps Programs, Etc.**Programmed math for adults: Series One (1965-66) (p)*

- Book 1—Addition.
 Book 2—Advanced Addition.
 Book 3—Subtraction.
 Book 4—Multiplication.
 Book 5—Division.
 Book 1—Problems Involving Basic Addition.
 Book 2—Problems Involving Advanced Addition.
 Book 3—Problems Involving Subtraction.
 Book 4—Problems Involving Multiplication.
 Book 5—Problems Involving Division.
 Instructor's Guide for Series One: Books 1-5.
 Placement Examination for Programmed Math for Adults, Books 1-5.
 Progress Tests for Books 1-5.
 Achievement Examination for Programmed Math for Adults.

Programmed math for adults: Series Two (1966)

- Book 6—Fractions (p).
 Book 7—Decimals and Percentages (p).
 Book 8—Measurements.
 Book 9—Consumer Math.
 Book 10—Personal Math.
 Book 6—Problems Involving Fractions.
 Book 7—Problems Involving Decimals.
 Instructor's Guide for Series Two: Books 6-10.
 Advanced Placement Examination for Programmed Math for Adults, Books 6-10.
 Progress Tests for Books 6-10.
 Intermediate Achievement Examination for Programmed Math for Adults.

Programmed math for adults: Series Three (1967)

- Book 11—Advanced Personal Math.
 Book 12—Understanding Algebra.
 Book 13—Using Algebra.
 Book 14—Using Geometry.
 Book 15—Using Trigonometry.

Instructor's Guide for Series Three: Books 11-15.

Progress Tests for Books 11-15.

Final Achievement Examination for Programmed Math for Adults.

Programmed reading for adults (1965-66)

Book 1—The Letters of the Alphabet (p).

Book 1—The Letters of the Alphabet, T/E (p).

Book 2—The Sounds of the Letters (p).

Book 2—The Sounds of the Letters, T/E (p).

Book 3—From Words to Sentences (p).

Book 4—Sentence Reading (p).

Book 5—Paragraph Reading (p).

Book 6—Consecutive Paragraphs.

Book 7—Content Analysis.

Book 8—Functional Reading.

Diagnostic Placement Test.

Teacher's Guide to Programmed Reading for Adults.

Step up your reading power—Jim Olsen (1966)

Book A (p).

Book B.

Book C.

Book D.

Book E.

Teacher's Guide.

Occupational for Vocational Schools and Special Programs, Such as Job Corps

What job for me? (1966-67)

Anton: Charley the TV Repairman (p).

Anton: Cool It Man!

Appleton: John, the Second Best Cook in Town (p).

Asherman: Frank the Vending Machine Repairman.

Borisoff: Carmen the Beautician.

Borisoff: Nick the Waiter.

Chase and Elmore: Ginny the Office Assistant.

Goodman: Pete the Service Station Attendant (p).

Kipniss: Judy the Waitress.

Lawson: Betty and Her Typewriter.

Swinburne: Joe the Retail Salesman.

Olsen: Sandy the Lineman.

Hamer: Timo the Draftsman.

Wright: Phil the File Clerk.

APPENDIX 2

Films and Filmstrips for Classroom Instruction

Films which include non-whites

Junior High Guidance Series (1964):

Improving Study Habits.

Your Junior High Days

Junior High: A Time of Change

United States Geography-Social Studies Series (1963):

The Great Lakes Region: Men, Minerals and Machines.

The Southwest Region: Land of Promise.

The Gulf Coast Region: The South's Land of Opportunity.

The Middle Atlantic Seaboard Region: Great Cities—Megalopolis.

The Southern New England Region: New Industries.

AIBS—Unit IV (1961): Muscles.

General Science Series (1965): Water and Life.

Federal Government Series (1963): Department of Health, Education and Welfare.

Learning To Understand Children (1947).

The Boston Massacre (1956).

The Emancipation Proclamation (1955).

Puerto Rico: Showcase of America (1962).

Puerto Rico: The Peaceful Revolution (1962).

Clinton and the Law (1957).

A History of the Negro in America Series (1965):

A History of the Negro in America—1619-1860: Out of Slavery.

A History of the Negro in America—1861-1877: Civil War and Reconstruction.

A History of the Negro in America—1877-Today: Freedom Movement.

United States Geography-Social Studies, Set II (1965):

Alaska—America's Northern Frontier.

Hawaii—America's Tropical State.

Pacific Northwest—Putting Water to Work.

The Southeast—Challenge and Change.

Human Reproduction, 2/e (1966).

Films which concentrate on inter-group relations

Superfluous People (1963).

The Battle of Newburgh (1963).

Harvest of Shame (1961).

Walk in My Shoes (1963).

Willie Catches on (1963).

Sit-in (1961).

A Day in the Night of Jonathon Mole (1960).

High Wall (1952).

Everybody's Prejudiced (1961).

What About Prejudice? (1959).

Filmstrips which include non-whites

Junior High Guidance Series (1963).

United States Geography—Social Studies Series (1963).

Communism: What You Should Know About It and Why (1962).

Democracy: What You Should Know About It and Why (1964).

Elementary Economics Series (1960).

United States Geography—Social Studies Series, Set II (1965).

The History of the American Negro Series (1963).

Learning About Our Language Series, Set I (1966).

College Library Series (1966).

APPENDIX 3

Teacher-Training Books and Films

Education books

Babbidge & Rosenzweig: The Federal Interest in Higher Education (1962; OP 5/66).

Brubacher: Bases for Policy in Higher Education (1965).

Brubacher: A History of the Problems of Education, 2/e (1966). (1/e 1947).

Cox and Mercer: Education in Democracy (1961).

DeYoung and Wynn: American Education, 5/e (1964).

Hurlock: Adolescent Development, 2/e (1955).

Massialas and Cox: Inquiry in Social Studies (1966).

Richey: Planning for Teaching, 3/e (1963).

Wiggin: Education and Nationalism (1962).

Teacher-training films

Elementary School Science Teaching Series (1964).

Incident on Wilson Street (1964).

Ways of Learning (1964).

Teaching the Disadvantaged Child (1965):

Portrait of a Disadvantaged Child—Tommy Knight.

Portrait of the Inner City.

Portrait of the Inner City School—A Place To Learn.

APPENDIX 4

*Books for the General Public, Magazine Articles and Advertising**Books for the general public*

Conant: Slums and Suburbs (1961).
 Davie: Negroes in American Society (1949).
 Humphrey: War on Poverty (1964).
 Kvaraceus et al: The Negro Self-Concept (1965).
 Sutherland: Letters From Mississippi (1965).
 Young: To Be Equal (1964).

Magazine articles

Copies of articles and editorials from *Today's Secretary*, *Business Education World*, and *Nation's Schools* are attached.

Advertising

Samples of our advertising for books and films are also included in the exhibit.

APPENDIX 5

Sullivan programed reading series

Title	1963	1964	1965	1966
Pre-reading.....	1.11	(1)	(1)	(1)
Primer.....	.93	(1)	(1)	0.99
Book 1.....	.99	(1)	(1)	(1)
Book 2.....	.99	(1)	(1)	(1)
Book 3.....	.99	(1)	(1)	(1)
Books 4-10.....	.99	(1)	(1)	1.11
Books 11-14.....		0.99	(1)	1.11
Books 15-21.....			0.99	1.23
Teacher's Alphabet Cards.....	2.70	(1)	(1)	(1)
Student's Alphabet Cards.....	1.38	(1)	(1)	(1)
Sound Symbol Cards.....	1.35	(1)	(1)	1.44
Teacher's Guide to Programed Reading.....		1.35	(1)	(1)
Test Booklet, Series 1.....			.69	.72
Placement Examinations.....			6.00	(1)
Guide to Placement Examinations.....			.24	(1)
Programed Reading Filmstrip 1.....		3.75	(1)	(1)
Programed Reading Filmstrip 2.....		3.75	(1)	(1)
Programed Reading Filmstrip 3.....		3.75	(1)	(1)
Programed Reading Filmstrip 4.....		3.75	(1)	(1)
Programed Reading Filmstrip 5.....		3.75	(1)	(1)
Programed Reading Filmstrip 6.....		3.75	(1)	(1)
Programed Reading Filmstrip 7.....		3.75	(1)	(1)
Teacher's Guide to Filmstrips.....		.72	(1)	(1)
Teacher's Guide to Series 2.....		.99	(1)	1.11
Storybooks 1-3.....		.99	(1)	1.11
Storybooks 4-7.....			1.11	1.23

¹ No change.

Mr. BURTON. Mr. Brademas?

Mr. BRADEMAS. Thank you very much. I would like to say at the outset that I found your statement a most impressive one for a couple of reasons: one, you didn't pretend you had solved all the questions, and, two, you raised relevant issues.

Have you found at McGraw-Hill any resistance in selling your textbooks on the part of school systems because, as you indicated, the materials you produce are integrated?

Mr. LOCKE. Let me answer a couple of different ways. There is no specific evidence, that I know of, of resistance on the part of school boards, teachers, or any other authorities to buy textbooks which are notably integrated.

However, I can't help believing there is some resistance because people choose textbooks for all sorts of different reasons. There must be some people in this country who would prefer not to use integrated textbooks. However, we have no specific evidence of that.

Much more important than that, we have had a lot of discussion with people about the way we have presented minority groups. As I tried to point out, this is a very difficult and sophisticated question.

As I tried to point out, most publishers operate under the handicap that their editorial staffs are largely made up, almost entirely of middle-class whites. It is very difficult for someone like me to develop a really sophisticated understanding of the problems of disadvantaged children and children in minority groups and, unless you do, you can't do a proper job of producing educational materials.

Mr. BRADEMAS. This brings me to my next question: How do you determine what texts or other teaching materials you are going to develop? You indicated in your testimony that it takes several years to develop in line of textbooks, something, I think, the lay public does not generally realize. How do you decide you are going to undertake the Sky Line Series as distinguished from other series of a different nature and content? How do you determine what goes into those textbooks? What kind of process, intellectually, do you use? Who writes them?

Mr. LOCKE. First of all, I should be quite frank to say that the first thing we think about is how large the market is, how strong some of the other books are, and what our relative capacities are in that particular field. If it is a field where we happen to have some strength and know what is being done, we are more likely to do something new in that field than in a field where we don't have much confidence. That is basically the first decision.

Fields vary almost as much as books. There are some fields where we have to do most of the writing ourselves. We conceive it and write it. Sometimes we find an author, but in most cases the staff writes, makes the photographs, and prepares the artwork.

Generally at the high school level, the authorship is superior and we do much less editorial work. We basically supplement what the author does.

Mr. BRADEMAS. I take it that a presupposition of all our discussion here is that textbooks are at least one of the essential factors in the learning process of children. To what extent do textbook publishers, McGraw-Hill in particular, enter into conversation with people doing research in education, research in the learning process?

I don't need to elaborate on my question, do I?

Mr. LOCKE. As much as we can. You can't do a decent job in this business unless you spend as much time as you possibly can talking to teachers and talking to people doing research on the education process.

Mr. BRADEMAS. Now, the Elementary and Secondary Education Act has authorized \$45 million more money to establish regional research laboratories across the United States. Would textbook publishers be in touch with such laboratories?

Mr. LOCKE. Yes, sir; we are.

Mr. BRADEMAS. You indicated in your testimony your awareness of the crucial role of teachers in publishing textbooks. Is there some sort of network of seminars across the United States at which seminars you can say to teachers: "Look, this is the purpose of this particular series. This is the way we intend it to be used. Have you any questions or suggestions?"

Mr. LOCKE. Yes, I think the most accurate answer is "Yes," but it varies. Many textbook salesmen, the best of them, are former teachers and men who really understand the problems of teachers. In the course

of their regular calls, they are doing a lot to help teachers understand the objectives for which we developed a particular series, the way the series can be used and, in effect, are helping teachers plan their courses and the use of materials.

I think you find the better salesmen of virtually all textbook publishers do that.

Beyond that, we and other publishers put on workshops. We, for instance, run a great many workshops in business education. Here we have a strong group. McGraw-Hill publishes Gregg Shorthand and a typing program. We, in effect, developed the system and probably have done more to shape the way in which shorthand is taught than any other organization.

There is a real demand for us to put on workshops for teachers in the techniques of teaching shorthand; and we do. This is something I think there will be a lot more of in the future.

Mr. BRADEMAS. I had more particularly in mind the question of teaching teachers how to use the texts in areas where they are teaching disadvantaged children, which poses, I should think, a much more complicated problem.

Mr. LOCKE. We have not done that.

Mr. BRADEMAS. Don't you think that would be a good thing?

Mr. LOCKE. Yes.

Mr. BRADEMAS. Have you at McGraw-Hill, purchased any audio-visual or electronics company, or have you not got into that yet?

Mr. LOCKE. Twenty years ago we started a text-film program. At the time, thanks to what was done in World War II, it was clear audio-visual instruction could play a real part in the whole instructional process. It wasn't clear how anybody could make any money, but we took a fling and built a very large film business.

Our sales this year of nonprinted materials to schools will be something like 20 percent of our sales to schools.

Beyond that in other parts of our publishing program we developed records, tapes and other nonprinted materials. We are—if everything goes smoothly—now, in the process of merging with the Educational Developments Laboratories of Huntington, Long Island, who are producers of a system for reading instruction.

They say E.D.L. has a developmental reading program which involves special educational reading equipment plus a filmstrip input. The two are tied completely together so one is useless without the other. This is probably the most effective piece of instructional technology available.

Mr. BRADEMAS. A couple of other quick questions.

Do you sell books to parochial schools and, if so, what percent of your total sales would that represent of sales to elementary and secondary schools?

Mr. LOCKE. We do but I don't know the percentage. I could get that figure, if you wish.

Mr. BRADEMAS. That might be of interest.

(The requested information follows:)

SEPTEMBER 12, 1966.

HON. JOHN BRADEMAS,
House of Representatives,
Washington, D.C.

DEAR MR. BRADEMAS: I now have the figures on our sales to Catholic schools. During 1964 they were 11.4 percent of our sales, and in 1965 they were again 11.4

percent. I don't know how they managed to be exactly the same percentage each year, but they did.

Sincerely yours,

ROBERT W. LOCKE,
Senior Vice President, McGraw-Hill Book Co.

MR. BRADEMAS. My other question has to do with a statement I have heard to the effect that American textbook publishers give discounts for large order purchases to retail stores but not to school systems. Is this true?

MR. LOCKE. I think that statement could refer only to what is known as trade books, which would include children's books, but the statement, as far as I know, cannot be applied to textbooks. Our discount for textbooks is 25 percent and we grant that to schools, jobbers, and stores and do not exceed it under any circumstances.

MR. BRADEMAS. If you sold children's books as distinguished from textbooks to a school library, the library people would not receive a discount?

MR. LOCKE. Yes, they would.

MR. BRADEMAS. I don't ask the question from prejudice but for my information.

MR. LOCKE. I presume your question has to do with library binding matter, but I would prefer not to comment on that because we do produce children's books in library bindings. We have a suit pending in Philadelphia. Furthermore it happens to be a part of our business with which I have had virtually no experience. I am not competent to comment on it.

MR. BRADEMAS. My last question has to do with the indication in your testimony that there has been substantial impact caused by the recently enacted elementary and secondary school legislation on the sales or purchase of textbooks for elementary and secondary schools.

Has your firm found that the availability of these Federal funds for the purchase of books for schools has caused any substantial fears of Federal control of these books, fears on the part of either local or State authorities?

MR. LOCKE. I think I would say no to that, although it is a difficult question to answer quite that directly. I heard more concern yesterday about that in the hearing here.

MR. BRADEMAS. When your salesmen go out into the school systems, are you suggesting that so far as you know, they don't find great concern expressed by the local and State school authorities that these Federal funds are going to be followed by control over the content of the books?

MR. LOCKE. No, I would say the greatest concern we have heard has been all the paperwork required to get projects approved. I would guess that is something that won't last too long because most of the schools have added someone to help take care of the paperwork.

MR. BRADEMAS. Thank you very much.

MR. LOCKE. Could I correct a statement which Mr. Brademas read into the record? I am referring to the piece which appeared in the Times on Sunday. That was a little misleading. As I recall the story in the Times said that the average profit of textbook publishers last year on elementary and secondary textbooks was 10 percent.

MR. BRADEMAS. I think what it said was that the average—we will check the article for the accurate figure—that the average profit in—

crease for the six leading firms, of which McGraw-Hill was one, as distinguished from all textbook firms was 8 percent.

Am I wrong about that?

Mr. LOCKE. You may be correct. The average profit last year after taxes of the six or seven largest elementary and secondary publishers was about 8 percent; the average of all was more like 7 percent. These figures are available from the American Textbook Publishers Institute. I would doubt, frankly, if the profit this year was as high as 10 percent.

All are selling more books, and especially films, than we expected. We are glad we are; but frankly I doubt if profit margins will go up that much.

Mr. BRADEMAs. If you would like to submit a corrected or additional information, I am sure the committee would be glad to have it.

Thank you again for your statement.

(The information follows:)

McGraw-Hill Book Company,
New York, N.Y., September 7, 1966.

Hon. JOHN BRADEMAs,
House of Representatives,
Washington, D.C.

MY DEAR MR. BRADEMAs: To pursue the matter of publishing profits that came up last Tuesday during the hearing on the representation of minority groups in textbooks, I checked the figures developed by the American Textbook Publishers Institute through its regular independent statistical study. In 1965 the average net profit after taxes of 32 elementary and secondary publishing operations was 7.9 percent. This is not the average profit of all of the firms that have some educational publishing activities, but rather the profits of those activities themselves. For instance, in McGraw-Hill's case, we report the profits of our educational divisions but not of the whole company since we also publish in other areas. Since your concern is the sale of instructional materials to schools, and the profits therefrom, the ATPI figures are really more relevant than the figures quoted in the Times. Incidentally, the ATPI does not make these figures public, although some other parts of the annual statistical survey are released to the press.

I will find out for you what percentage of our sales at the elementary and secondary level are to Catholic schools, but this will take a little more time. We don't break our figures out this way so they are not readily available.

I enjoyed the opportunity to testify before the subcommittee on Tuesday, and I particularly enjoyed the exchange with you since you obviously understand a lot about our business. I hope that we will have an opportunity to meet again in the future.

Sincerely yours,

ROBERT W. LOCKE.

Mr. BURTON. Congressman Carey?

Mr. CAREY. Thank you, Mr. Chairman.

I should like to pursue the point just covered by Mr. Brademas at a little greater length. I, too, read the recital in the business section of the New York Times of the attractive prospects in stock purchases of textbook publishing concerns, which was developed by those interested in selling stocks.

Since I first raised this point on the increased cost of text materials and increased profits for textbook publishers in the very early days of the hearings on the Elementary and Secondary Education Act, I am entirely satisfied that you have a clean slate. But, could you tell us something about the small textbook publishing firms you have acquired in the last few years?

How many small companies have you acquired?

Mr. LOCKE. We acquired last year a test publishing firm, California Test Publishing Laboratories, which is not a textbook publishing firm.

We felt for a long time that to do a thorough job we should have competence in evaluation, which is what test publishing is all about. If you take that position you have two alternatives: one is to start from scratch to develop new tests; that is, standardized intelligence or achievement tests, or both, or to acquire a company that is already in the business and for one reason or another wishes to sell out.

We felt that the latter made more sense because time was short, and the development of an achievement test takes longer than the development of a textbook. It is a very technical process. We felt the best move for us was to acquire a test company if we could.

Mr. CAREY. I am not questioning the wisdom of your acquisitions. I just want to know how many additional companies were purchased by the textbook publishers in the past year?

Mr. LOCKE. California Test Labs was one, another is the Educational Development Laboratories, for which we have an agreement now in process for purchase. EDL is not a textbook publisher, but the developer of basic materials.

We don't believe the answer to the production of elementary materials is the acquisition by industrial companies of hardware companies who can increase their input. We think we know more about textbooks than the hardware people; but we recognize we need the competences to develop educational materials.

That is basically what the acquisition of EDL by McGraw-Hill means.

Mr. CAREY. What percent of elementary and secondary school textbooks is represented by McGraw-Hill in the percent of your sales?

Mr. LOCKE. Approximately 12 or 13 percent. I don't know the exact figure.

Mr. CAREY. Let's say the elementary school field alone. How much of the elementary textbook market for new books is sold by McGraw-Hill?

Mr. LOCKE. Our percent of total elementary sales would be less than that. We are stronger at the secondary level. I don't know exactly what it is, but it would be something under 10 percent at the elementary level.

Mr. CAREY. In response to a question by Mr. Brademas you said you expected to increase your profit percent?

Mr. LOCKE. Yes.

Mr. CAREY. To a level of about 8 percent?

Mr. LOCKE. I wish I could tell you. Our profits after taxes last year at the elementary and secondary level were around 8 percent; I guess this year they will be slightly more than that. I doubt if they will be 10 percent. I wish they would be.

Mr. CAREY. Has an additional volume of sales been stimulated by sales under the new educational laws?

Mr. LOCKE. My guess is that something like 30 or 40 percent of our increase in sales this year at the elementary and secondary level will be as a result of NDEA funds or ESEA funds.

Mr. CAREY. I noticed the drug and pharmaceutical industry, when they anticipated increased volume of sales resulting from medicare, held a series of conferences with the appropriate officials in the De-

partment of Health, Education, and Welfare, to take into consideration the anticipated volume of purchases and appropriate discounts on these sales.

This was initiated by drug officials, and I thoroughly endorse this action. With this anticipation of increase in sales volumes under NDEA and ESEA, have you undertaken any conferences with educational officials in the country about volume purchases?

Mr. LOCKE. No.

Mr. CAREY. Do you think that would be in order in a governmental activity where you would not need to exert pressure for sales?

Mr. LOCKE. Nobody will buy anything unless they think it is good. So part of the increased sales is actually the result of a great deal of intellectually honest work in producing the materials in the first place.

Secondly, we are working very hard selling to people who have gotten very hard to get a reasonable share of that market.

Mr. CAREY. Isn't it true also that your industry particularly has undergone vast new technological changes in the automation of publishing materials? Hasn't there been a great saving by this automation?

Mr. LOCKE. No; I would not agree with that. Computerized typesetting has been of some use where great speed is of importance but speed of typesetting is of absolutely no concern in materials like this.

(At this point, the witness held up a sheet of color pictures.)

Mr. CAREY. These are supplemental materials?

Mr. LOCKE. These are not supplementary. This is part of an elementary science program for the first through sixth grades.

Mr. CAREY. In programming your profit, if it does increase due to volume, are you devoting this to increased research in materials?

Mr. LOCKE. Yes, I think we are, but not simply because more funds are available. Our feeling is that instructional materials are on the verge of a tremendous transformation. Over the last 3, 4, or 5 years, we have learned there are other kinds of materials that are as effective for specific uses as textbooks and that, in fact, there are some much more effective textbooks in certain situations. We are beginning to learn how to use equipment properly in education.

There are some good examples now like language labs which have enormously instructive value. Computerized instruction is going to come, I believe. It is technically feasible. There has been enough effectiveness to show it can make a large contribution to education.

This represents the kind of publishing we have done for a long time. In order to play our part we are going to have to do much more research than we have done in the past. We have to think very seriously of the problem of teachers; they are not familiar with non-printed material. There are thousands of teachers that don't know how to thread a motion picture projector.

We have to do much more than we have ever done in the past to show teachers how to use materials correctly and how to do it effectively. The need for research is far greater than it has ever been before. Whether there were Federal funds or not, we would be spending more money on research.

Mr. CAREY. Let me talk a moment about the difference in purchasing techniques and the difference in acquisition of books in public

schools and nonpublic schools. It is true in nonpublic schools, most parents have to purchase the books for the children as distinguished from the public system where books are free.

Mr. LOCKE. I would say in most private schools the school purchases the books and the cost of the books is part of the tuition the parent pays.

Mr. CAREY. Directly or indirectly the books are paid for?

Mr. LOCKE. Yes, by the parents.

Mr. CAREY. Whereas, the books in public schools are free?

Mr. LOCKE. Yes.

Mr. CAREY. Do you determine any difference in the quality of the books by reason of the means of acquisition?

Mr. LOCKE. I don't think, as a general answer, that would mean much. There is, however, a great deal of difference in the selection policies of schools of all kinds. I can think of private schools which, because of limited funds, are using books that are now quite old.

Mr. CAREY. That is what I am getting at.

Mr. LOCKE. There are private schools because of limited funds using books quite old. I don't think there is any pattern. I would say public schools are the beneficiary of Federal funds and private schools are not. It seems to me there is at least the possibility that many public schools will be using more modern and effective teaching materials than many private schools.

Mr. CAREY. With the consequences, of course, and effect on the education of children in those schools.

Historically there has been the criticism of nonpublic schools that their literature is overly permeated with religious content. Has there been a tendency to secularize the materials in religious schools in the sense of actually discounting religious permeation in the texts?

Mr. LOCKE. I would say, yes, although I am not an authority on that.

Mr. CAREY. Would you say that more and more of the non-public-school authorities are purchasing materials identical or similar to the public schools?

Mr. LOCKE. Yes.

Mr. CAREY. This would be more true in the historically secular subjects such as mathematics, civic, and geography?

Mr. LOCKE. Yes.

Mr. CAREY. In your research on the question of how better to handle the participation of minority groups in instructional materials, have you had any interest in the actual development of a curriculum and discipline in this field where special teachers would use special materials to teach human relations or community relations courses as subject matter courses in the school and not just trust to the accidental instruction of the minority with a picture colored as a Negro boy or a Puerto Rican boy?

Actually, this would be a particular discipline where a guidance and counselor or teacher would conduct a course in elementary and secondary schools and use materials to illustrate and develop this?

Mr. LOCKE. I had not thought of that quite as you stated but in many of the social studies courses there is plenty of opportunity to call specific attention to the problem of intergroup relations. In this social studies course a good deal is devoted to intergroup relations.

What we are trying to do is to make sure that book is designed to cover that.

This goes way beyond content and illustration to show we do have a mixed society.

Mr. CAREY. Which specific text did you refer to?

Mr. LOCKE. This particular one is a text for a course that is typically offered in the 12th grade called "Problems of Democracy." This was published in 1964.

Mr. CAREY. I don't expect you to express any competence in this regard but I would comment, on my own, that the 12th grade is a little late to start telling children about the different groups in our society. By that time I would expect most of the antipathies would be structured into the children's makeup.

I would think by the time the children reach the 12th grade, it is a little late to structure their ideals.

Mr. LOCKE. I think you would find we don't structure elementary social studies as we do not publish those. I think you can find elementary social studies where there is a much more forthright discussion now than in the past.

Mr. CAREY. Thank you. I have great respect for your company in the publishing field.

Mr. BURTON. Congressman Hawkins?

Mr. HAWKINS. No questions.

Mr. BURTON. Any questions from counsel?

Dr. MATTHEW. No questions.

Mr. RADCLIFFE. No questions.

Mr. BURTON. We are going to defer the viewing of that movie for the moment and will now call as our next witness Mrs. Rusk.

STATEMENT OF MRS. ALICE RUSK, LIBRARY SPECIALIST, BALTIMORE CITY SCHOOLS, REPRESENTING THE AMERICAN LIBRARY ASSOCIATION

Mr. BURTON. We are delighted to have you here.

Mrs. RUSK. Mr. Chairman and members of the committee, I am Alice Rusk, library specialist in the Bureau of Library Services of the Baltimore City Public Schools.

Today, I am representing the American Association of School Librarians, in which organization I serve as a member of the board of directors; as member of the council of our parent body, the American Library Association; and as chairman of the Committee for the Improvement of School Library Programs. The 9,804 members of the American Association of School Librarians constitute almost one-third of the total membership of the American Library Association.

In January 1965, I testified before the General Education Subcommittee, urging passage of the Elementary and Secondary Education Act. So, I am pleased to have this opportunity to appear before members of the House Education and Labor Committee today to voice our sincere appreciation for your diligent efforts in winning approval of this legislation.

In the short time Public Law 89-10 has been in operation, dramatic improvements have been initiated to develop quality library service for all the Nation's schoolchildren.

School librarians have realized through the years, as have all educators, the value of good literature in building character, developing attitudes, strengthening human relations, and helping with self-identity.

Although such realization has been implicit in the book selection we have carried on through the years, our thinking in this regard was crystallized in the school library bill of rights, endorsed by our present group, the American Library Association, in July 1955, which reads as follows:

School library bill of rights: School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the library bill of rights of the American Library Association, 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, esthetic 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.

This bill of right appears again in "Standards for School Library Programs," a 1960 publication of the American Library Association. These standards, which are in the process of being revised and upgraded, are the result of the combined thinking of representatives from the American Association of School Libraries and 19 other professional or public service organizations.

We have serious concerns about the subject matter in books, both factual and fictional. We have equal concern that the subject matter be presented in the best style, language, and format, so that we can develop in our boys and girls standards of taste and selectivity in reading.

To this end we recognize the value both of sound literary criticism and of the availability of selective, but not restrictive, lists. One of our recent publications is "Selecting Materials for School Libraries: Guidelines and Selection Sources To Insure Quality Collections," and copies of this brochure have been distributed to you. (See appendix.)

If you were to examine all sections of this pamphlet you would find in each, lists which contain a representative sampling of books which relate to all ethnic groups and present these groups in a fair

and unbiased manner. I would direct your attention, however, to the section entitled, "Lists of Specialized Material."

Of the 33 lists enumerated, 14 lists have to do with minority groups and/or human relations and/or reading material for slow or reluctant readers. These 14 lists represent 42 percent of the total lists enumerated within this section.

Many school systems, recognizing the need for identifying quality books on intercultural relations, develop relevant lists on a local level. One example I can show you is this list, "The Negro in American Life," which was developed by the bureau of library services of my own school system in Baltimore City.

The AASL Committee on the Improvement of School Library Programs, when it met in July 1966, discussed at length the necessity for keeping lists up to date and the responsibility our organization has for being a source of suggestions for book purchases, particularly in certain areas of great current concern. As a result of this meeting, the following committee recommendation was presented to the executive board of the American Association of School Librarians: that an ad hoc committee be appointed to explore the practicality of using data processing procedures for producing, as printouts, up-to-date lists in certain areas of concern (examples: early admissions or Headstart programs; culturally different), such lists to be available from a central location.

The decision of the executive board was to refer this project to a newly established division of the American Library Association, the division of information science and automation, for more expert treatment. We anticipate being actively involved in supplying the raw material, in other words, the selected books, if this project is undertaken by that group.

Our organization is very much concerned, also, about the kind of program that is carried on with library books and other library materials once they are within the schools. To promote excellence in such programs, we are sponsoring a nationwide demonstration project of good school libraries in action.

This 5-year undertaking, the Knapp School libraries project,¹ is being conducted with grant funds from the Knapp Foundation. Eight demonstration centers, six of which are still in operation, have been identified in eight schools strategically located throughout the mainland of our Nation.

A brochure about this project is included in the materials distributed to you. We are fortunate to have one of these centers at the Mount Royal Elementary School in Baltimore, Md. You are cordially invited to visit this inner city during the next school year to see the library program in action. I shall be pleased to arrange visits for any of your committee who wishes to come.

Mr. Chairman, I thank you and your committee members for this opportunity to talk to you about the very important question. I shall be glad to hear any questions you and the committee members may have. If I can answer them at this time, I shall.

¹ In 1962, the Knapp Foundation—established in 1929 and noted for its many studies and projects for the advancement of health, welfare, and education—made a grant to the American Library Association to carry out a 5-year project of the American Association of School Librarians to demonstrate the educational value of a full program of library services.

If I do not have the information at hand for an adequate answer, I shall make every effort to get it for you as soon as possible.

Mr. BURTON. Thank you very much, Mrs. Rusk.

Congressman Carey.

Mr. CAREY. Thank you. I really have no questions, I just want to commend and compliment you on the exhibition of text materials and figures I have been reading through here, "A Selected Reading List Part 2: For Young Adults."

I want to keep it and call it to the attention of the board of librarians on which I serve in New York City.

Mr. BURTON. Dr. Matthew?

Dr. MATTHEW. I was very pleased to hear your statement and learn of the role school librarians are taking in this matter.

I would like to know to what extent school librarians are working with textbook publishers and schools for the material which goes into these books?

Mrs. RUSK. I think through the years we have worked with publishers and had amicable relationships with them. I can't think of specific present projects in which we are involved. Publishers visit our various systems.

Dr. MATTHEW. I think librarians are closer than teachers to children in respect to their reading experiences and therefore can know the kind of things children look for, their reactions to the things they read, the distortion about what they read, et cetera.

Mrs. RUSK. I could point out publishers who visit library systems. Of course, in libraries the logical person they would have contact with, if it is a large system, would be the supervisor or director of libraries to discuss the various kinds of new books and to discuss new publishing practices. We have this kind of relationship in that these directors and supervisors are all members of our association.

I would like to point something else out to you that may be helpful in answering your question. In the American Library Association when one takes membership one becomes a member of two divisions. There are five divisions according to the kind of library and eight divisions according to kind of service so that you would find that the members of the American Association of School Librarians would also be members possibly of the children's services division, and a type of service for the young adult services division which is another type of service.

One of the activities of children's service division annually is the awarding of the Newberry Medal for the most distinguished book for young people for the year that was written by an American author, and the Caldicott Medal, which is an award to the artist for the most distinguished picture book for young people during the year.

These two awards originated as the outcome of relationship between book publishers and the librarians in their concern for excellence and quality.

Dr. MATTHEW. Are librarians getting as many books from the moneys made available by legislation because of the pricing of books and the quality of them?

Mrs. RUSK. Would you repeat that, Dr. Matthew?

Dr. MATTHEW. Are librarians able to get as many books for the money made available from the legislation, for example, the ESEA or the NDEA because the prices of the books are fixed? Or because the

prices of the books are higher than they might well be if one were buying trade books as opposed to books with publishers' library bindings and then because of the physical quality of the books provided to the schools?

Mrs. RUSK. Before I answer that I would like to ask you this, Would this reflect back to the comment made the first day that because of the litigation that is going on concerning book pricing, that we would refrain from commenting in this direction?

Dr. MATTHEW. Yes, but I think we have deviated from that providing we name no specific publishers.

Mr. BURTON. Yes, that would be all right.

Mrs. RUSK. I don't know whether I am sidestepping your question or not, but I would say that school librarians typically are interested in getting the best value for our money. The purchases we have been able to make with title II funds have been within the same price considerations as the purchases that we have been able to make with other funds that were available before title II funds were available.

Dr. MATTHEW. Despite the increased purchasing?

Mrs. RUSK. I am speaking a great deal from personal experience. In my own city we always did quantity purchasing so I cannot say that any greater discounts have been reflected because of title II.

Dr. MATTHEW. Thank you.

Mr. BURTON. Thank you very much, Mrs. Rusk. We will now have Mr. Lerone Bennett. Mr. Bennett is an author and senior editor of Ebony magazine in Chicago. Please come forward.

STATEMENT OF LERONE BENNETT, EDITOR AND AUTHOR, JOHNSON PUBLISHING CO., CHICAGO, ILL.

Mr. BURTON. It is good to have you with us.

Mr. BENNETT. Thank you, Mr. Chairman.

I would like to say first of all I have been specializing in the writing of books and feature articles on the history of the American Negro in life and culture. I have prepared a statement and I would like to read excerpts from that statement, and then I would like to take what I consider a very average American history textbook and indicate some of the things I am talking about in my statement.

Mr. BURTON. Without objection, the statement will appear in the record.

STATEMENT OF LERONE BENNETT, JR., AUTHOR AND SENIOR EDITOR, EBONY MAGAZINE

America's current domestic crisis is a reflection of the failure of our schools to perform their basic function of preparing youths to live productive and mature lives in a multiracial society.

This failure is rooted in an ensemble of factors, including the serious distortions and omissions in textbooks and teaching materials. And it is my opinion, and the opinion of many writers and scholars in this field, that segregated textbooks—the segregated and segregating use of words, symbols, and ideas—are as dangerous to the internal peace of America as segregated schools and residential areas. In a very real sense, segregated schools and residential areas are external reflections of segregated minds moulded by distorted teaching tools in a white-oriented educational framework. If we integrated all our schools and all our residential areas tomorrow and if we continued to use the same textbooks, then all our schools and all our residential areas would soon be segregated again.

It should be apparent by now to most Americans that education cannot solve the race problem because education is a part of the problem. That fact was

evident in recent weeks in Northern cities where rioters demonstrated conclusively that hate, horror, and swastikas are the wages of mis-education. Ironically, the largest white explosion occurred in Chicago which was founded before the Revolutionary War by a bold black man, Jean Baptiste Pointe Du Sable. Du Sable built the first house in Chicago and opened the first business there, but few people know his name. And it seems to me that a solution to our current crisis depends to a great extent on the opening of our minds and our textbooks to all the Du Sables and the excluded range of American life and culture that they personified.

From the standpoint of social utility and from the standpoint of truth, we are entitled to demand a balanced portrayal of American Negroes, particularly in history texts. With few exceptions, American history texts defame or ignore black Americans. To quote the authoritative study prepared by a group of California scholars: "The greatest defect in the textbooks we have examined is the virtual omission of the Negro . . . The Negro does not "exist" in the books. The authors of the books must know that there are Negroes in America, and have been since 1619, but they evidently do not care to mention them too frequently." The California study went on to say that the "tone of a textbook is almost as important as anything it has to say. In their blandness and amoral optimism these books implicitly deny the obvious deprivation suffered by Negroes. In several places, they go further, implying approval for the suppression of Negroes or patronizing them as being unqualified for life in a free society."

As an author and as an EBONY MAGAZINE writer specializing in historical articles, I have examined over the last five years many textbooks now in use in American school systems. In most of the books I have examined, black Americans appear suddenly by a process of spontaneous generation. There is little or no material on the great African empires of Ghana, Mali, and Songhay; nor is there a relevant confrontation with the history of black and brown peoples before the explosion of Europe in the fifteenth century. Of equal importance, in the negative conditioning of black and white Americans, is the glossing over of the extraordinary complexity in the peopling and building of America. Contrary to the popular view, black people came to America long before the Mayflower. They were with the first French and Spanish explorers. They fought with Prescott on Bunker Hill, they were with Washington at Valley Forge, they were with Grant in Virginia. And if our history has any meaning Crispus Attucks, the hero of the Boston Massacre, and Salem Poor, a Bunker Hill hero, ought to appear on the pages of our textbooks as they appeared in the paintings and drawings of contemporaries.

With rare exceptions, American textbooks ignore free Negroes and present a rose-colored view of American slavery. We are asked to believe that, as a general rule, black men hugged their chains. We are presented a picture of fat, happy, docile slaves who were almost, as one text says, members of the family. Few authors explore the implications of the repeated slave revolts; few authors deal with the Underground Railroad or Negro abolitionists and rebels like Frederick Douglass, Denmark Vesey, and Harriet Tubman.

After the slave era, a white curtain of silence descends on Black Americans. We are told occasionally that black people are happy and that they are making progress. But care is taken lest we see them, and they seldom appear onstage to speak for themselves. There are few, if any, references to the nameless black men who helped to create the social wealth of the South and the black politicians who gave many Southern communities their first public school systems and their first welfare institutions. We are not told of the individual achievements of black men and women like Phillis Wheatley, the colonial poet who was the second American woman to write a book; Benjamin Banneker, the astronomer who helped to lay out Washington, D.C.; Jan Matzelinger who revolutionized the shoe industry by inventing a machine for attaching soles to shoes; and Charles Drew who helped perfect the blood plasma technique which has saved the lives of so many Americans, black and white.

The use of textbooks filled with half-truths, evasions and distortions is disastrous to both white and black Americans: to white Americans because one cannot know a great deal about America unless one knows a little about the Negro; to black Americans because personal health depends to a great extent on group self-esteem and because the spirit withers and dies if it is deprived of the opportunity to feed on the deeds of great men and the ideals of great movements.

In general, white-oriented textbooks tend to inoculate white Americans with the virus of racism, giving them a sense of exclusive identification with a land created by blood and sweat of men and women of all races and creeds. The

effect on black youth is equally disastrous. E. A. Johnson, a Negro historian, wrote: "During my eleven years as a teacher, I have often observed the sins of omission and commission on the part of white authors, most of whom seem to have written exclusively for white children, and studiously left out the many creditable deeds of the Negro. The general tone of most of the historians . . . has been that of the inferiority of the Negro. . . . How must the little colored children feel when he has completed the assigned course of United States history and in it found not one word of credit, not one word of favorable comment for even one among the millions of his forefathers, who have lived through nearly three centuries of his country's history." I might add that this statement was made in 1891, and that very little has changed in our educational system in the intervening years.

It may be that some of our problems with disturbed and angry black youths stem from this situation. The pattern of meaning we call education is not relevant to the lives of black Americans who constitute the majority of the public school pupils in Washington, D.C., and a majority of the elementary school pupils in Chicago and other cities. Education does not tell these students who they are and how they got that way. It does not give them an image of their condition. It does not corroborate their reality. They do not live in the country described in the books. The books, the words, the pictures are about another people who live in another country.

Within recent years, there has been increasing public recognition of the dimensions of this problem. Several big-city school systems are now using supplements. But supplements are at best temporary and inadequate substitutes. The only solution is an adequate supply of total texts which give a balance portrayal of the role and achievements of all Americans.

Although publishers are beginning to offer balanced texts, the supply does not meet the demand or the need, and I believe the federal government must bring its resources and powers to bear in an effort to solve the problem. It would be useful, I think, for the Office of Education to convene a national conference of publishers, school administrators, teachers, and black and white scholars, including officials of the Association for the Study of Negro Life and History. There is a need also for additional funds for enrichment and supplementary programs for teachers and administrators as well as students.

Beyond all that, I think it is necessary for Congress to specify that all federally-funded and federally-assisted programs must use teaching tools and teaching materials that give a balanced picture of all the people.

Opponents of this view have raised the question of censorship. But in my opinion, they are 100 years too late. The problem now is not imposing censorship; the problem is ending a *de facto* censorship which stands between the American educational system and its historic mission of creating one people out of many.

Mr. BENNETT. America's current domestic crisis is a reflection of the failure of our schools to perform their basic function of preparing youths to live productive and mature lives in a multiracial society.

This failure is rooted in an ensemble of factors, including the serious distortions and omissions in textbooks and teaching materials. And it is my opinion, and the opinion of many writers and scholars in this field, that segregated textbooks—the segregated and segregating use of words, symbols, and ideas—are as dangerous to the internal peace of America as segregated schools and residential areas.

In a very real sense, segregated schools and residential areas are external reflections of segregated minds molded by distorted teaching tools in a white-oriented educational framework. If we integrated all our schools and all our residential areas tomorrow and if we continued to use the same textbooks, then all our schools and all our residential areas would soon be segregated again.

It should be apparent by now to most Americans that education cannot solve the race problem because education in America is a part of the problem. That fact was evident in recent weeks in northern cities where rioters demonstrated conclusively that hate, horror, and swastikas are the wages of miseducation.

Ironically, the largest white explosion occurred in Chicago which was founded before the Revolutionary War by a bold black man, Jean Baptiste Pointe du Sable. Du Sable built the first house in Chicago and opened the first business there, but few people know his name.

And it seems to me that a solution to our current crisis depends to a great extent on the opening of our minds and our textbooks to all the Du Sables and the excluded range of American life and culture that they personified.

From the standpoint of social utility and from the standpoint of truth, we are entitled to demand a balanced portrayal of American Negroes. American history texts defame or ignore black Americans.

To quote the authoritative study prepared by a group of California scholars:

The greatest defect in the textbooks we have examined is the virtual omission of the Negro * * *. The Negro does not "exist" in the books. The authors of the books must know that there are Negroes in America, and have been since 1619, but they evidently do not care to mention them too frequently.

The California study went on to say that—

The tone of a textbook is almost as important as anything it has to say. In their blandness and amoral optimism these books implicitly deny the obvious deprivation suffered by Negroes. In several places, they go further, implying approval for the suppression of Negroes or patronizing them as being unqualified for life in a free society.

As an author and as an Ebony magazine writer specializing in historical articles, I have examined over the last 5 years many textbooks now in use in American school systems. In most of the books I have examined, black Americans appear suddenly by a process of spontaneous generation.

There is little or no material on the great African empires of Ghana, Mali, and Songhay; nor is there a relevant confrontation with the history of black and brown peoples before the explosion of Europe in the 15th century.

Of equal importance, in the negative conditioning of black and white Americans, is the glossing over of the extraordinary complexity in the peopling and building of America. Contrary to the popular view, black people came to America long before the *Mayflower*. They were with the first French and Spanish explorers.

They fought with Prescott on Bunker Hill, they were with Washington at Valley Forge, they were with Grant in Virginia. And if our history has any meaning, Crispus Attucks, the hero of the Boston Massacre, and Salem Poor, a Bunker Hill hero, ought to appear on the pages of our textbooks as they appeared in the paintings and drawings of their contemporaries.

With rare exceptions, American textbooks ignore free Negroes and present a rose-colored view of American slavery. We are asked to believe that, as a general rule, black men hugged their chains. We are presented a picture of fat, happy, docile slaves who were almost, as one text says, members of the family.

Few authors explore the implications of the repeated slave revolts; few authors deal with the underground railroad or Negro abolitionists and rebels like Frederick Douglass, Denmark Vesey, and Harriet Tubman.

After the slave era, a white curtain of silence descends on black Americans. We are told occasionally that black people are happy

and that they are making progress. But care is taken lest we see them, and they seldom appear on stage to speak for themselves.

There are few, if any, references to the nameless black men who helped to create the social wealth of the South and the black politicians who gave many Southern communities their first public school systems and their first welfare institutions. We are not told of the individual achievements of black men and women like Phillis Wheatley, the colonial poet who was the second American woman to write a book; Benjamin Banneker, the astronomer who helped to lay out Washington, D.C.; Jan Matzeliger who revolutionized the shoe industry by inventing a machine for attaching soles to shoes; and Charles Drew who helped perfect the blood plasma technique which has saved the lives of so many Americans, black and white.

The use of textbooks filled with half-truths, evasions and distortions is disastrous to both white and black Americans: to white Americans because one cannot know a great deal about America unless one knows a little about the Negro: to black Americans because personal health depends to a great extent on group self-esteem and because the spirit withers and dies if it is deprived of the opportunity to feed on the deeds of great men and the ideals of great movements.

In general, white-oriented textbooks tend to inoculate white Americans with the virus of racism, giving them a sense of exclusive identification with a land created by blood and sweat and tears of men and women of all races and creeds. The effect on black youth is equally disastrous.

E. A. Johnson, a Negro historian, wrote:

During my eleven years as a teacher, I have often observed the sins of omission and commission on the part of white children, and studiously left out the many creditable deeds of the Negro. The general tone of most of the historians * * * has been that of the inferiority of the Negro * * *. How must the little colored child feel when he has completed the assigned course of United States history and in it found not one word of credit, not one word of favorable comment for even one among the millions of his forefathers, who have lived through nearly three centuries of his country's history.

I might add that this statement was made in 1891, and that very little has changed in our educational system in the intervening years.

It may be that some of our problems with disturbed and angry black youths stem from this situation. The pattern of meaning we call education is not relevant to the lives of black Americans who constitute the majority of the public school pupils in Washington, D.C., and a majority of the elementary school pupils in Chicago and other cities.

Education does not tell these students who they are and how they got that way. It does not give them an image of their condition. It does not corroborate their reality. They do not live in the country described in the books. The books, the words, the pictures, the symbols, are about another people who live in another country.

Within recent years, there has been increasing public recognition of the dimensions of this problem. Several big-city school systems are now using supplements. But supplements are at best temporary and inadequate substitutes. The only solution is an adequate supply of total texts which give a balance portrayal of the role and achievements of all Americans.

Although publishers are beginning to offer balanced texts, the supply does not meet the demand or the need, and I believe the Federal

Government must bring its resources and powers to bear in an effort to solve the problem. It would be useful, I think, for the Office of Education to convene a national conference of publishers, school administrators, teachers, and black and white scholars, including officials of the Association for the Study of Negro Life and History.

There is a need also for additional funds for enrichment and supplementary programs for teachers and administrators as well as students.

Beyond all that, I think it is necessary for Congress to specify that all federally funded and federally assisted programs must use teaching tools and teaching materials that give a balanced picture of all the people.

Opponents of this view have raised the question of censorship. But in my opinion, they are 100 years too late. The problem now is not imposing censorship; the problem is ending a de facto censorship which stands between the American educational system and its historic mission of creating one people out of many.

I would like briefly to indicate concretely what I am talking about. I have here a history textbook which is widely used in America in the North and South. It is currently being used in Chicago and I note it is used in South Carolina. Coming in on the plane last night a young man from Wyoming said, "You are using my textbook." It is being used all across the United States and is an excellent example.

Mr. BURTON. Would you give the title and date of the publication?

Mr. BENNETT. This book is "Our United States," copyrighted 1960 and published by Laidlaw.

Mr. BRADEMAS. The authors are?

Mr. BENNETT. Harold H. Eibling, superintendent of schools in Columbus, Ohio; Fred M. King, director of instruction, Rochester public schools, Rochester, Minn.; and James Harlow, Wilson Junior High School, Oakland, Calif.

I have mentioned there is very little material on black people in textbooks prior to the slave era. This book follows the pattern. There is one sentence introducing black people into American life in 1619. They disappear for 200 years; and then we find them as slave people.

Mr. Carey was concerned a few moments ago about the problem of finding illustrative material to bring black people into American life and history. I would say there is no problem at all if we used black people in the places they appeared in history.

For example, here is a picture of the Boston massacre. All the faces are white. Several Negroes were present on that occasion and several Indians. In fact, a black man, Crispus Attucks, led the Boston massacre, yet we have a beautiful colored picture of all white people.

Second, we have all white faces here with George Washington crossing the Delaware. Another distortion of reality because at least two black men were in the boat with Washington crossing the Delaware. Two contemporary drawings or paintings indicate that. This is an example of the complete blackout in textbooks.

Negroes disappear for 200 years and then we pick them up in the slave period. This particular book has an interesting comment which I would like to read in part to give you an idea of how black people are treated in textbooks widely used in America.

Mr. BURTON. Cite the page.

Mr. BENNETT. Page 382, and it is the only example in this book in which black people are presented as people. These are the only Negro characters. It is the only extensive reference to Negroes and the only Negro characters in the book. A lieutenant in the Civil War, a Union lieutenant appeared at a plantation in Tennessee to tell the slaves they are free.

I will read:

The young lieutenant mounted his horse, sat up straight, and called out clearly: "I have been directed by the President of the United States to read to you slaves this Emancipation Proclamation."

He went on to tell them how President Lincoln believed slavery to be wrong and how he believed it should be done away with. He then read the Emancipation Proclamation which declared that as of January 1, 1863, all slaves in States which were at war with the United States were to be henceforth and forevermore free.

When he had finished reading the presidential order, the lieutenant folded the paper and placed it inside his tunic. To his surprise, the Austin slaves showed no joy over their new freedom. They stood still, eyeing the soldiers suspiciously. Finally old Uncle Josephus stepped timidly forward.

"Please, sir," he said, cap in hand, "may we please go back to our work now?" "Drat it, man!" the lieutenant lost his patience. "Didn't you understand what I've just said? You're free! You can do anything you want, go anywhere you want!"

"Lieutenant," Mrs. Austin raised her hand, "they don't understand what you have just read. We've kept them pretty much in ignorance of what has been going on. I'm afraid, we haven't done anything to make them trust you. May I talk to them?"

Now, this distorts reality in several ways. In the first place these are the only Negro characters presented in this book which is used in Chicago, Arizona, South Carolina, all across the United States.

Secondly, no mention is made anywhere in this book of the 186,000 soldiers who fought in the Union Army for their freedom. No mention is made of the 200,000 black southerners who ran away from the South and helped the Union Army as laborers. No mention is made of the 29,000 black sailors serving in uniform in the Union Navy in the Civil War.

We are presented with one type of character to indicate how black people accepted their freedom, "hat in hand."

Another problem of interest, not to me so much but perhaps it should be of interest to the Pentagon, or someone. Most American textbooks do a very interesting thing. There is usually a very large color photograph of Gen. Robert E. Lee. There is no photograph of a Union general. My friend and colleague, Dr. John Hope Franklin, has even examined textbooks widely used in America in which there are two large photographs of Gen. Robert E. Lee and no photographs of any Union general.

Perhaps the moral is: It's more blessed to lead an army against your country than for your country.

How did black people accept their freedom after the Civil War? I think this is one of the truly memorable historic flights of fancy in American textbook publishing. The black people were free. What did that mean? This is how black and white children in America explain the meaning of freedom:

Suppose you were awakened from sleep tonight and told your parents were gone away and you must look after for yourself?

The white people were gone, black people are children and this is the interpretation widely disseminated in northern cities as well as southern cities.

Mr. CAREY. Is that a specific reference in the book?

Mr. BENNETT. Yes, it is on page 391. On the next page—

Mr. CAREY. Are you reading directly from the book?

Mr. BENNETT. "Suppose you were awakened from sleep tonight and told your parents were gone away and had to look after yourself." It's a direct quote.

On the next page there are references to the fact that black people participated in the Reconstruction era. The references are uniformly negative so far as they relate to black people. We are told money was spent unwisely for various purposes. We are not told a great deal of this money was spent to create the South's first public welfare system and education system, money spent wisely.

There is a reference to the overthrow and Reconstruction. There are 282 remaining pages in this book but there is only one single reference to black people after the Reconstruction period. We are told some black people are moving to the North. There is an interesting discussion on the problems of the cities.

What are those problems? Water supply, streets, and traffic, the menace of fire and protecting property. This book even contrives to discuss at length the slums without once mentioning Negro Americans.

I thank you very much for this opportunity to say a few words on this subject.

Mr. BURTON. Thank you, Mr. Bennett.

Congressman Brademas?

Mr. BRADEMAS. Thank you very much for your extremely interesting testimony, Mr. Bennett.

On page 3, I believe, of your statement you call attention to the lack of material in American school textbooks on African history. Agreeing that that is probably an accurate description of the situation, would you not also agree that this is a reflection of the fact that we just have not paid enough attention to Africa generally in the United States and that the whole country has a long way to go in this respect? I, for instance, have been struck by the fact that the Secretary of State of the United States has never set foot on the continent of Africa.

You do not quarrel with what I have said?

Mr. BENNETT. I do not quarrel with what you have said. I think it is indeed a blind spot in our national life. I would also emphasize that in order to discuss at any level the history of America, we must realize that we are a combination of immigrants. We are a nation of immigrants. In order to discuss our country, you generally find some brief discussion of the Old World.

Where did these people come from? We find uniformly, with few exceptions—just in one or two texts I can think of at this time—you find almost a uniform absence of material or reference to Africa, where the black people came from. I am happy to note I have seen one book which discusses with understanding and sympathy the history of Africa prior to the white man and the contribution Africa made to world size.

Mr. BRADEMAS. If I might offer a modest plug for a bill that touches on this problem, this committee has worked to pass the International Education Act.

We have a great lack of understanding of Asia as well as Africa, I was glad to see that in his message to Congress last February President Johnson urged that we use some of the funds under the research title of the Elementary and Secondary Education Act of 1965 to improve the curriculum in the field of international studies in elementary and secondary schools.

I would hope one aspect of that effort would be to give greater attention to this whole problem of African history and, in particular, something along the lines of your observations of the contributions of Africa to the history of the world.

Two other questions, quickly. You live in Chicago?

Mr. BENNETT. Yes.

Mr. BRADEMAs. Has any systematic study of which you are aware been made of the extent to which textbooks in American schools, let's say in Chicago, or let's say in some of the big city metropolitan school systems of the North, let's forget the question of South for a moment, and talk of my part of the country and your part of the country, are limited?

Are we aware there is racial bias in the textbooks used in the schools of Chicago or in the schools of New York, Philadelphia, Detroit, or South Bend, Ind., for that matter?

Mr. BENNETT. I refer in my statement, I did not read it, to the excellent study prepared by a group of scholars in California. This, I think, was one of the best studies of hidden bias in textbooks in Northern States. That is on page 3 and the conclusion of the California study was that the greatest defect in the studies we have examined is the virtual omission of the Negro.

The Negro does not exist in these books. The authors of the California study went on to examine the various distortions in the textbooks.

Mr. BRADEMAs. Who made the study?

Mr. BENNETT. Several scholars in California, including Dr. Kenneth Stamp.

Mr. BRADEMAs. It might be appropriate to have the citation on that study for possible inclusion in the record.

Mr. BURTON. Would you see that Dr. Matthew gets that study and we will make reference to it at this point in the record and have it available in the files of the hearing.

Mr. BENNETT. Yes, sir.

(See appendix.)

Mr. BRADEMAs. On the last page you offer a constructive suggestion; namely, a national conference of publishers, administrators, teachers, and scholars at which this whole problem could be aired and discussed. This would seem to me to be a very sensible proposal. I think that we need to give very careful attention, and you point out the immediate apprehensiveness some of us might have to your other proposed remedy in which you say, "I think it is necessary for Congress to specify that all federally funded and federally assisted programs must use teaching tools and teaching materials that give a balanced picture of all the people."

I am certainly sympathetic with the purpose of that proposed remedy, but the only concern I would have is working out some kind of mechanism that would enable us to achieve such a purpose without

putting the Federal Government in the position of telling people what textbooks they ought to use, for example, censorship, the problem you allude to in the next paragraph in your statement.

Have you any comment on how we could walk that tightrope intelligently without our being charged, as I am sure somebody is going to charge us, with wanting to tell people what to put in their textbooks? I don't think the Federal Government should get into the business of censoring textbooks or any kind of books.

Mr. BENNETT. I don't think it is a problem of telling people what textbooks they must use. I certainly think it is within bounds to say simply that it is in accordance with our national goals that teaching tools and teaching materials be used that give a balanced picture of all the people all of the time. We have had recently on the State level in several States, California and Michigan, I believe, action by the legislature requiring or suggesting that materials on the history of black people in America be included in the regular curriculum.

The California-Michigan Legislatures did not, I am sure, tend to censor anything. On the national level, their approach would seem to me to be applicable. I would say, after some understanding of the problems involved, I say it because of the understanding of a fact of a condition that exists.

This is not the first time in American life that we have grappled with this problem. As I mentioned, in the first two decades of the 20th century, the Association for the Study of Negro Life and History fought for a balanced presentation of American citizens in textbooks. I have here an old and weathered copy of a supplementary text prepared in 1942 for the Chicago public school system on Negro history.

Nothing has been done about it. I am trying to suggest here that unless there is vigorous action and sustained action on the Federal level nothing will be done about this problem.

Mr. BRADEMAS. Thank you very much.

Mr. BURTON. Thank you, Congressman Brademas.

Congressman Carey?

Mr. CAREY. Thank you for your testimony, Mr. Bennett. While we are at it, the potent observations you make about the history of Africa and the people of that continent are also typical of our neighbors to the South. Isn't it true we neglect entirely the great development of the Latin American continent? I have found in my experience in my own city—I come from the district where Henry Beecher once preached—I have a curious question which I direct to children of junior high school age of white Anglo-Saxon background. I ask them pointedly about Puerto Rican citizenship and they hedge on the question. They don't know whether these children are American citizens.

This is because we don't tell them they are American citizens. We don't do well in other areas in addition to the black minority.

Is it not true this textbook is probably an antique in terms of good teaching in schools in this day and age even though it was published in 1960? Since 1960 we have seen and heard slogans on this particular point of the contribution of minorities in our country in the last 6 years. The best I think to be said of this book is that it is out of date. Is that correct?

Mr. BENNETT. I would add it is out of date, but really the book has structural problems. I think the problem in this book is rooted in the

structure and concept of this book. I would agree that we do not give adequate attention to many minorities but I tend to resist the equation of the treatment of black Americans with the treatment of other minorities in history textbooks for one simple reason and that is that one cannot teach American history without confronting black people.

You can't talk about the Civil War without talking about the Negro.

Mr. CAREY. The book is only a teaching tool. Is it not a great responsibility on the part of the teacher who is well prepared in this field to quarrel with the book?

Mr. BENNETT. Precisely. I would say because of a great many problems many teachers, many scholars, in fact, are unaware of many things concerning the history of black Americans. I will cite one incident. I was doing an article for Ebony magazine for the Revolutionary War period and called an agency to ask for a picture of George Washington crossing the Delaware, a picture of Bunker Hill, and one of the Boston massacre.

The expert in charge of this said, "You are calling for Ebony; you must be a Negro. I don't know why you want the pictures, there are no Negroes on these pictures."

I said, "You are wrong," and he said, "Don't tell me I am wrong, I have handled those pictures for 30 years."

I said, "Go and look. I will hold the phone and then you can tell me."

He looked at the pictures, came back to the phone apologetically, and said, "There are Negroes right in the middle. I have been looking at them every day for 30 years and I never noticed them."

What is involved is that we have a trained blindness in many scholarly circles. This is why I said we need additional money for an enrichment of a program for scholars and teachers so they will know. Many people looking at this picture of George Washington crossing the Delaware or the all-white picture of the Boston massacre wouldn't have the slightest idea what is wrong with it. We have to teach teachers to teach the students.

Mr. CAREY. Couldn't the practice of the U.S. Information Agency under which it has appropriated funds to encourage authors to write books, hopefully balanced, be followed so that we could institute these programs in domestic libraries as we do throughout the world?

Mr. BENNETT. Yes.

Mr. CAREY. It would seem someone could write a dynamic story with the author recognizing what has happened since 1960 in human rights.

An author could devote some of his scholarly time to this. He could produce a better work now by reason of what has happened in our schools since 1960.

Isn't it true that if authors will restructure these books to take into account the progress since 1960, this could be one remedy?

Mr. BENNETT. I think that is one remedy. It would be very helpful, too, if the Federal Government would help to stimulate authors and textbook publishers.

Mr. CAREY. Isn't title II an author-encouragement program for authors? We are spending a great deal more money for new textbooks. We want the contribution of Americans to their own country.

Mr. BENNETT. My experience has been the experience of many people involved in this. Unless people are told precisely that we want

a balanced presentation, it won't be done unless pressure is applied. For example, the book I referred to was used for many years in Detroit. The parents of Negro children in that city demanded a revision, demanded that they stop using that particular book, and then some action was taken.

The Detroit school system published a Negro history supplement, but it took pressure to get some action in this field. I think the Federal Government should encourage authors and textbook publishers to publish balanced materials. Let them know there is a market for the new materials. Let them know also that if they lose, to be quite blunt, the southern market, they can make it up in other areas.

I think we need some positive sanctions here so the textbook publishers know they will not lose money. If they lose in some places, they can make it up in others.

Mr. CAREY. I would hope there would be a great deal of pressure from teaching organizations for teachers to quarrel with what is in these books that do not square with history. It is not the Bible we are teaching here. We do need a liberal interpretation. I think it is an opportunity to dispute the findings in the books.

That wouldn't cure the problem, however, because the book remains in the school.

You would find the same distressing facts you have found, but you could use them as object lessons for the students until we improve the books.

Mr. BURTON. One final question. Has the book by Horace Cayton been updated?

Mr. BENNETT. It's been updated recently.

Mr. BURTON. What is it called?

Mr. BENNETT. It's called Black Metropolis, and it is in a paperback.

Mr. BURTON. Thank you very much.

We will now hear from Mr. Valdez and proceed until the first quorum call in deference to those who have come from far away.

STATEMENT OF TITO VALDEZ, DIRECTOR, STATE TEXTBOOK DIVISION, SANTA FE, N. MEX.

Mr. BURTON. Thank you for coming.

Mr. VALDEZ. Mr. Chairman, members of the committee, I want to express my appreciation for this privilege and I hope my contribution will be of some assistance to you.

In the first place I should like to alert you to the fact I am not a curriculum person and that I am not an expert in the field of textbooks or other instructional materials. I will read a statement which is mostly an elaboration on the very brief statement that I submitted to the committee.

The State school authorities in New Mexico do not make any distinction in the treatment of any group in making available State funds for the purchase of instructional materials. The formula or policy followed is of general application.

We allocate funds instead of books. These funds are distributed equally on a per pupil basis to each administrative unit. The schools in turn submit orders to the State textbook division for materials se-

lected from the State-approved list according to their needs and availability of funds.

In the expenditure of these funds, preference is to be given to basal materials. These funds may be supplemented by the schools with moneys derived from other sources. The regular textbook fund was supplemented by approximately \$50,000 from Federal funds for purchases to be made through the State textbook division during the last school year.

Instructional materials to supplement those purchased through the State textbook division with Federal funds amounted to over \$1 million, when about \$560,000 was spent from title II, Public Law 89-10 and approximately \$137,000 for textbooks, \$109,365 for library books, \$217,000 for audiovisual materials, and \$18,120 for other library supplies; or approximately \$481,845 was spent for instructional materials under title I of Public Law 89-10.

Approximately \$2 million was spent the last school year by the State textbook division; and an additional \$1 million was spent from Federal funds for instructional materials purchased, were from Federal funds, exclusive of materials bought with Johnson-O'Malley and NDEA funds.

Realizing that today's textbooks reflect varying educational philosophies, the changing laws of learning, social needs, and varying points of view, the listing of approved materials is of the multiple type, and very liberal in listing, so that the local people can select without much difficulty materials that are best suited to their needs and local conditions.

The materials submitted for approval are reviewed and evaluated by committees representative as much as possible of all sections of the State and different sizes of schools and communities, rural as well as urban. These committees have the responsibility of selecting materials that will become available for use by pupils of all levels of achievement.

They consider many factors which are of importance in evaluating books for State approval, such as: provision for individual differences in abilities and in interests; also, conformity with provisions regarding subversive and other unacceptable tendencies. The recommended evaluation form, among other items, calls for consideration of the author's aims or viewpoints, suitability of illustrations, adaptation to local conditions, and subversive tendencies and influences.

The findings of the field committees are evaluated and reconciled by the main State committee, which is composed of specialists from the State department of education; and recommendations are made to the State board of education, which is the adopting agency, for their consideration.

The local schools are at liberty to select from the master list the materials needed and best suited for their conditions. The local schools have their own evaluating committees to determine the selections from the master list for their local school use.

Comparatively speaking, New Mexico is a sparsely settled State; and its people are noted for their hospitality and friendliness, which I believe are factors that have tended to override any hate or prejudice that may have tried to grow.

I am also of the opinion that year after year books are reflecting more accurately and more fairly the contributions of minorities; and

the neglected American is becoming better recognized. The State board of education in New Mexico, I feel, has not hesitated and will not hesitate to make available multiethnic instructional materials for use in the schools as they become available from the publishers and adoptions are called for.

The Scott, Foresman reading program, Diamond Edition,¹ which is multiethnic, was first offered by the publisher at an adoption held last December and was adopted as a basal reading series. We would welcome the production of more materials that are properly integrated for use in the various subjects and grades taught in schools that are representative of our multiracial society.

The only school grouping I know of that is, perhaps, based on ethnical considerations or racial lineage in New Mexico is the Indian school system, which is supported by the Federal Government.

The quantity and quality of the instructional materials found in our schools today have been made possible to a great extent by means of the funds made available through Federal legislation.

A year ago there were approximately 42,000 pupils or approximately 15 percent of the enrollment attending schools with deficient library facilities, as related to the New Mexico minimum standards. These standards are lower than the minimum of \$4 to \$6 per pupil recommended by the American Library Association; and also lower than the national spending median of \$2.25 for elementary and \$3.27 for high school.

The minimum State requirement for textbooks is at least one basic book of recent edition for each pupil for each subject and grade being taught. The textbook minimum requirement was met by all the schools; but the minimum is extremely low. Many of the schools claim that the availability of textbooks is far from being adequate to maintain the kind of educational program that is needed and desirable.

The Federal support presently being made available through which instructional materials are being obtained has been of great help and will be needed for some years to come before all of our schools become adequately supplied with the proper inventory of instructional materials needed as a start, before we can think of funds only to maintain the inventories and meet expenses of normal growth.

Thank you.

Mr. BURTON. Thank you very much, Mr. Valdez.

Mr. Brademas?

Mr. BRADEMAS. Just a couple of questions.

In your State of New Mexico you have a large number of citizens of Spanish-speaking origin; is that not correct?

Mr. VALDEZ. Yes, sir; in the State of New Mexico we have three well-recognized cultures, the Indian and the Spanish being perhaps the first settlers of New Mexico, and also the English speaking, or what is commonly, locally known as the Anglo.

Unfortunately, both the Indian and Spanish are strangers at home with respect to the language. It is difficult for the Spanish speaking as well as the Indian to learn English as a second language.

Mr. BRADEMAS. My question following those comments is, Do you in the public schools in the State of New Mexico provide courses in Spanish either mandatory or permissive for the Spanish-speaking citizens?

¹ This refers to the small diamond-shaped marking (Δ) on the spine of the text series to differentiate it from the circle (©) edition, with all white figures in the illustrations.

Mr. VALDEZ. It is permissive and very much highly recommended. We suffer, perhaps, from the lack of proper material to teach a bilingual child the English language.

Mr. BRADEMAS. That brings me to my next and only other question: We have heard about how American Negroes are not fairly portrayed in school textbooks. To what extent do textbooks in the public schools of your State in your judgment give adequate attention to the Latin American heritage that is important in your State, and also to the heritage of the American Indian as well?

Mr. VALDEZ. Actually we have not been so concerned with that kind of representation. We have been more concerned in getting the proper facilities and the means of teaching and offering an opportunity for learning to the bilingual child.

Mr. BRADEMAS. Let me press my point a little further. Would a student in New Mexico's public schools be more likely in his history classes to learn something about Latin America than would a student in the schools of Illinois, let us say?

Mr. VALDEZ. I don't believe so except for the use of the local history because the books that we use in New Mexico, including the textbooks, are used nationally.

The comparison between Illinois and New Mexico in the recognition of Latin America would be the same in the textbooks.

Mr. BRADEMAS. Would you make the same observation with respect to the recognition of the role of the American Indian?

Mr. VALDEZ. The same; yes, sir.

Mr. BRADEMAS. Without knowing anything at all about your school system, I would think that would be a little distressing. One might have anticipated it would be helpful for young people growing up in your State to have a greater background in Latin American history than someone growing up in some other part of the country.

Mr. VALDEZ. I think it would be distressing at the more important points of considering such matters as the contents or the means of instructing the bilingual child, as far as I am concerned.

Mr. BRADEMAS. Thank you very much.

Mr. BURTON. Thank you, Mr. Valdez, your contribution has been most noteworthy.

(The statement referred to follows:)

PREPARED STATEMENT BY TITO VALDEZ, DIRECTOR, STATE TEXTBOOK DIVISION, SANTA FE, N. MEX.

I am an employee of the New Mexico Board of Education, and it is the policy of this Board to consider the people whom they serve as being equal and entitled to equal treatment in every aspect of educational opportunity.

Funds raised within the State are allocated to the local districts on a per capita basis to children of school age attending school in the State; and no attention is given to ethnic, religious, or any other difference that would class people into different groups.

The instructional materials adopted for use by schoolchildren are evaluated at the State as well as the local level, and we have never had any complaints regarding the content of our materials as being adverse toward any group or groups. The feeling of discrimination in the field of education with respect to minority groups appears to be nonexistent; and, consequently, some of the features of books that might be the cause of objections by minority groups in other States go unnoticed or are accepted as not being adverse in New Mexico.

The selection of the materials is made by the State Board of Education upon recommendation by its main evaluating committee, which serves at the State level. The recommendation of this committee is not made until the findings

of the various field committees, which are located in different sections of the State and which represent different sizes of school systems, are reconciled with the findings of the State's main committee. The adoptions made by the State Board of Education constitute the master list from which the individual schools may select their materials. The list is of the multiple type, and the individual schools are at liberty to select from the master list the materials which best fill their needs in their communities.

On the basis of the attendance reports from the respective school systems the State-appropriated monies are allocated to the various school systems in the State, the same amount being allowed for each child in attendance.

Federal education legislation has made funds available to supplement the State appropriations and has made it possible to increase the availability of materials, especially in the library category of instructional materials, to levels that we would have been unable to reach for a number of years in the future. In some of the schools the level reached has been barely to ease the degree of deficiency that existed prior to the federal legislation. Portions of monies from Title I ESEA, P.L. 89-10, and Johnson O'Malley have been used to supplement the funds for textbooks and library resources. Title II ESEA, P.L. 89-10, monies have been spent approximately 11 percent for textbooks and 89 percent for library and other instructional materials.

The need for this support will continue to exist for some time to come, depending on the amounts made available; but, very definitely, almost all of our schools are not adequately provided with these materials to meet a desirable standard, and some of them are still below the minimum requirements in library resources. I feel that between 15 and 20 percent of the federal funds expended for instructional materials is for textbooks, and 80 to 85 percent for supplementary and library books.

Mr. BURTON. Miss Loretta Barrett.

STATEMENT OF LORETTA BARRETT, EDITOR, ZENITH BOOKS, DOUBLEDAY & CO.

Mr. BURTON. We have your statement, Miss Barrett, would it be possible for you to synopsize the points you think would be of the most interest?

Miss BARRETT. That is fine with me.

First, I would like to say I am an associate editor on the staff of Doubleday & Co. I am also editor of Zenith Books, and have been working on them since last August and became officially in charge of them since December.

Zenith Books were developed to aid the teaching of history of the United States, not Negro, Puerto Rican, or WASP history, but U.S. history, the whole picture of the vital contributions various minority groups have made to our Nation in its social, cultural, and political development.

The series was created by an editor, Mr. Charles Harris, who fully understood the necessity for U.S. history textbooks to be truly integrated, and who began work on this series as early as 1961.

I first became aware of this tremendous need when I was teaching history in a high school in North Philadelphia, whose school population was 99.9 percent Negro. I found that almost without exception the textbooks from which I was asked to teach history had either ignored or underplayed the role of America's minorities in the building of our Nation.

It is impossible to fully understand the history of our Nation and society as it is today unless one fully comprehends the role of the various groups in forming our country and ceases to try to present U.S. history as if it were history of a homogeneous society.

It is essential that students learn the contributions that not only their group, but also every other group has made to our society, so that they may have pride in their group and respect for other groups.

I don't want to see a Negro history or Puerto Rican history but a united history of all groups.

I felt strongly that this lack of information was a major factor in much of the hostility and disinterest that students felt toward history. Some of my students had spent 12 years in school and had never gathered an impression of any Negro except as a slave. In my search for materials I discovered the first two Zenith books, "Worth Fighting For" and "A Glorious Age in Africa," which opened up an entirely new idea of U.S. history to them.

Zenith books present the history of American minority groups and are designed for use in junior and senior high school social studies and English classes. Under the guidance of the series editor, Dr. John Hope Franklin, professor of history at the University of Chicago, we have chosen various periods in American history and commissioned studies on the contributions of a particular minority group during that period.

An example is "Worth Fighting For" by Lawrence Reddick of Coppin State College in Baltimore, Md., and Agnes McCarthy, which describes the Negro during the Civil War and the early years of reconstruction. To accompany the narrative history of these periods we are also publishing biographies of outstanding figures of the period who we feel have been largely neglected or underrated to date.

An example of this is "Four Took Freedom," which is the lives of four ex-slaves, Harriet Tubman, Frederick Douglass, Blanche K. Bruce, and Robert Smalls, who played an active role before and during the Civil War. This book is by Rayford Logan of Howard University and Philip Sterling.

The books are written on an adult interest level, but with a sixth-grade reading level. To guarantee both authenticity and the readability, each book is coauthored by a prominent historian and a professional writer.

Zenith books are published simultaneously in hardcover and paperback editions, and each book contains approximately 20 illustrations. The hardbound editions meet the specifications of the American Library Association for library bound editions.

We have found that the paperback has a definitive appeal to all children, especially the slow reader, who has, out of discouragement, given up hope of successfully handling his textbook and has lost all interest in reading. To date we have published six Zenith books.

Three of the books are concerned with African history and provide a background of the great civilizations in Africa and the origins of our largest minority group. This material serves to develop pride in this heritage among members of other groups in the United States.

The other three books deal with the Negro in U.S. history. Zenith Books is a series on all minority groups. We presently have under contract two books on Puerto Ricans, a Chinese-American history, and a Mexican-American history. We are planning several books on the American Indian, in addition to further titles dealing with the Negro.

The demands for revision of texts to correct biased and inadequate treatment of minority groups vary across the country. In the urban

communities where the school population generally has a large percentage of minority groups, the demand for revision is strongest.

The dropout problem has spurred many schools into attempts to make their curriculum more meaningful to the students, and a major way to accomplish this has been through the teaching of the role of minority groups in U.S. history. In some of our more advanced suburban schools in white communities, there has also been a growing demand for the inclusion of the contribution of minority groups and integrated textbooks.

However, there are many educators and laymen who have seen no need for any change and many who have resisted the attempt to introduce new materials along these lines. The rationalization is often given that integrated material may be necessary for Negro areas, but "we don't need that kind of history in our community."

One of the problems is that many of the teachers within our schools today have themselves studied a distorted version of U.S. history, totally lacking in any consideration of material concerning minority groups. As a result, they do not have the necessary background to teach this material, and without this knowledge, they see no need for its inclusion in regular history courses.

Others, who have either studied these problems or realize the need for such material if we are to give an accurate account of history, are demanding that it be included in the textbooks. When textbooks do not fulfill this need, many leaders insist on supplementary material to fill the gap.

Teachers, including student teachers in teachers colleges and education programs, should be made aware of the new materials available in this area and instructed in how to use these materials.

The NDEA Institutes for teachers of the culturally deprived held during the past two summers are a start in this direction. Many individual teachers need encouragement to incorporate the material into their classes. Some school districts have begun to supply bibliographies on new material, such as the Oakland, Calif., guide on American minority groups. However, not enough are doing this.

The needs in this area vary according to the range of problems facing the different communities. In the urban areas where schools face reading problems and a large dropout population, remedial reading material is needed so that the students will be motivated by a reading level they can comprehend.

Education in many areas is so removed from the everyday life of the student that it has little or no meaning for him. There is a demand for urban-oriented materials, which will enable the student to relate to what he is studying. There is an underground of discontent with American education that is coming forth into the open all over the country. It is demanding that education be made more meaningful by the making of materials more meaningful. This is true in all areas of education and in all communities.

There are many problems involved in the book selection policies of educational authorities, which put limits on the uses of integrated texts and related books in schools. The first problem is that the procedure for adoption is radically different from one State to another and from one city to another within each State.

In many areas, committees are set up to evaluate new materials and to draw up a list of books that may be adopted for classroom use. The

frequency with which committees meet varies anywhere from once a year to once every several years. New material may be developed and published during the time the committee is not in session, yet it cannot be adopted or bought for classroom use, since it is not on the approved reading list.

This leads to a second problem. The classroom teacher is often given little or no say concerning which books should be adopted for classroom use. This is done by committee or department heads, and the teacher is then told what is available. This is often unsatisfactory from the teacher's point of view, because the materials he considers most effective for his particular class may not be adopted or ordered.

After due consideration of all the costs, the price of Zenith Books was decided upon in 1964. The prices for all titles are: hardcover, \$2.95 (\$2.28 net to schools), and paperbound, \$1.45 (\$1.14 net to schools). No increase in these prices is presently contemplated.

The needs of the schools for increased expenditures for texts and library books will continue to grow in the coming years. Educators realize that with the explosion of knowledge a course can no longer be taught with one basic text, but that the student must be exposed to as many sources of information as possible.

The tremendous increase in quality paperbacks is producing a revolution within the classroom. Material that was once, if available at all, only in hardcover texts, may now be introduced into the classroom in paperback books and software material, making possible a greatly increased use of supplementary reading.

This may be more readily adapted to meet the needs of the individual student than can the more formal text, designed to fill the requirements of an entire class. As more books become available to supplement the basic texts, schools must cope with the problem of finding the funds to purchase these books.

In many of our schools low reading ability is one of our major problems. A child who is a poor reader, often coming from a culturally disadvantaged background, generally has come to hate anything that has to do with reading. This can be done by making books attractive to him and available through classroom libraries and enlarged school libraries.

It can also be helped by free books. For years many schools have given the children free lunches and free transportation. Wouldn't it seem logical to fulfill an equally vital need and give the children free books? The hostility and fear, which many children feel for books, can be overcome by giving them books which they may keep for their own.

I have found when a child is allowed to take a book home, two things are accomplished: The child has a book of his own and can grow used to it and through it become familiar with the pleasure of reading; secondly, we have introduced books into a home that had previously been totally without books.

Additional information on all the participants in the Zenith series is contained in the attached brochure.

Mr. BURTON. We are faced with a problem. We have had our last warning for a quorum call. We will have to go over to the House.

We will reconvene the committee at 2 o'clock. If you would like to come back, we would like to have you.

We are grateful to you. I apologize for having you testify under these difficult circumstances.

I would like also to apologize to Dr. Passow and Mr. Quarles. We will see you at 2 o'clock.

Mr. BRADEMAs. I would like to say to Miss Barrett that she has given a superb statement.

Mr. CAREY. I would like to add to the comment by my colleague.

Mr. BURTON. Thank you, Miss Barrett.

(Whereupon, at 12:25 p.m., the hearing recessed, to reconvene at 2 p.m., the same day.)

AFTERNOON SESSION

Mr. BURTON. We will reconvene the hearing now.

I want to thank those of you who were called to testify earlier today for coming back this afternoon.

Dr. Holler, will you and Mr. Quarles please come forward.

I saw Congressman Carey on the floor. He said he will make an effort to get back here, but he also has two other places to be, so he may or may not be able to arrange that.

Go right ahead.

STATEMENT OF H. C. QUARLES, DIRECTOR, DIVISION OF TEXTBOOKS, SOUTH CAROLINA DEPARTMENT OF EDUCATION; ACCOMPANIED BY DR. J. CARLISLE HOLLER, DIRECTOR, DIVISION OF INSTRUCTION, STATE DEPARTMENT OF EDUCATION OF SOUTH CAROLINA

Mr. QUARLES. Mr. Chairman, I am Henry Quarles, director of the Division of Textbooks in the South Carolina State Department of Education.

Mr. BURTON. Could you please move the microphone closer to you. I think it might help everyone in the audience to hear you.

Mr. QUARLES. Mr. Chairman, the information given herein is predicated on the past performance of the State school book commission which through a reorganization of the State education agencies by the general assembly became a division of the State department of education on July 1, 1966.

The following answers have been prepared for the questions posed in your letter of August 18, 1966:

(a) This division has since its organization in 1936 maintained a policy of equal treatment of all schools and minority groups within the schools.

(b) The law requires the State board of education to adopt books for use in the public schools of South Carolina and this office is limited by law to the distribution of only these books. All adopted books are under contract for specified periods and changes cannot be made during the contract period.

This division is responsible for the administration of the textbook program and is specifically prohibited by law from having any voice in the selection of textbooks. Books adopted in the past few years have more material and illustrations portraying minority races.

In reference to library books, it should be pointed out that the libraries, especially in the elementary schools, have heretofore been very

inadequate. Due to the benefits derived under Public Law 89-10 a very substantial increase was made in existing libraries and many new libraries were established. The library supervisor and the librarians in the title II program were conscious of the need for books which would show the importance of minority groups in the development of our country. The title II librarians, therefore, prepared and distributed a five-page special list of books about Negroes and their contribution and accomplishments. A copy of the list is attached to this report, so that you will have this information available to you. (See appendix.)

Mr. BURTON. May I interrupt you at this time?

Mr. QUARLES. Yes, sir.

Mr. BURTON. Is that the—

Mr. QUARLES. No, sir; that is not the item you have in your hand, Congressman. May I give you this one?

Mr. BURTON. Yes; that would be fine. These are mimeographed sheets.

Mr. QUARLES. Yes. State department of education, library service.

Mr. BURTON. I have it. Thank you very much.

Mr. QUARLES. Under (c) the State board of education in 1964, and I might add that this is under a reorganized State board of education which was reconstituted in 1963, formally adopted a new procedure for evaluating and rating of textbooks by professional committees with the recommendations being submitted to the State board of education for their guidance in making textbook adoptions. This method constitutes a number of professional committees and cannot be explained briefly. We are attaching, hereto, a complete set of textbook adoption regulations.

Do you have this?

Mr. BURTON. Yes; we will include your reference to the fact that the committee will have in its files textbook adoption regulations dated December 18, 1964, issued by the State department of education. (See appendix.)

Mr. QUARLES. This is the procedure by which all textbooks are adopted in the State at the present time.

Textbooks are assigned to schools in accord with their selection from the multiple adoption made by the State board of education. All assignments are made without regard to minority or majority groups. A complete list of adopted textbooks for use in South Carolina public schools 1966-68 is attached hereto: (See appendix.)

The State board of education has approved a list of sources from which library books should be selected. This source list covers all of the major evaluating sources such as the American Library Association, a list from the U.S. Office of Education, Children's Catalog, Standard Catalog for High School Libraries, et cetera. Copies of this source list are attached also. This is the blue-backed book that you have on your desk, I believe.

Library books are purchased by each school district and assigned by the district.

(d) The administrative coordinator for Public Law 89-10 reports that \$5,223,000 of title I money was used to procure textbooks, library books and other instructional materials of all types for use exclusively in the high priority schools. The high priority schools were deter-

mined by the guidelines for use of title I funds under Public Law 89-10 as approved by the U.S. Office of Education.

Title II of Public Law 89-10 was used exclusively for library books. The expenditures for library books from this source was \$1,254,000. The distribution of books from these funds was based on a combination of enrollment and need. The complete formula is included in the State plan for title II as approved by the U.S. Office of Education.

Library books in elementary schools were increased from an average of 5.44 books per pupil to 7.44 books per pupil. The high school libraries were increased from 5.04 books per pupil to 6.04 books per pupil. It should be pointed out that the libraries in many of the schools were improved to meet the State standards for libraries.

(e) As pointed out above, approximately \$6,500,000 was spent from Public Law 89-10 under titles I and II for textbooks and library books and other instructional material.

Funds from Public Law 89-10, title I, are needed to meet the needs of children from low-income families for textbooks and other instructional material in grades 5-12 where the State has not yet established a free textbook program.

Additional funds are needed under title II to help those libraries which have not met the minimum State library standards and to assist in the purchase of supplementary materials which are not covered by the State free textbook program.

In regard to the proportion of funds, State-Federal, statistics have not been completed to show the total expenditures for instructional materials, therefore, the proportion of Federal funds to the total expenditures cannot be determined at this time.

Mr. Chairman, we would like to take this opportunity to call to the attention of the committee the fact that South Carolina is not assuming the position of simply waiting on Federal funds but is initiating new programs and spending additional State funds to improve our public school system.

The State of South Carolina has for 30 years operated a textbook program on a fee basis whereby each child paid a fee for the use of textbooks. In some instances local school districts paid the fee for some or all grades and a few districts maintained a free textbook program on their own.

The 1966 Session of the General Assembly appropriated \$2,500,000 for a statewide free textbook program in grades 1 to 4 for the public schools of South Carolina. This bill further provides that the free textbook program will be extended to include grades 5 to 6 in the 1967-68 school year and grades 7 to 8 in the 1968-69 school year. This is the first time the State has made any appropriation for free textbooks on a statewide basis. We think this constitutes one of the most significant steps taken in improving the public school systems in South Carolina in a number of years.

And, Mr. Chairman, I have listed the items that we have furnished you, which is pretty nearly the printed material that is available for distribution.

MR. BURTON. Thank you, Mr. Quarles.

Perhaps it might be best to note here that you have made available to the committee a number of items. These enclosures are spelled out at the end of your statement.

Mr. QUARLES. This is correct.

Mr. BURTON. At this point in the record we should have those various enclosures noted in the record.

(The enclosures appear in the Appendix.)

"Textbook Adoption Regulations."

"Rules and Regulations, State School Book Commission (for Rental Book System.)"

"Rules and Regulations for Free Textbooks."

"A Complete List of Adopted Textbooks for Use in South Carolina Public Schools 1966-68."

"List of the Sources of Selection for Library Materials for South Carolina Elementary and Secondary Schools."

"Books By or About Negroes."

Mr. QUARLES. Mr. Chairman, we submitted this in as much as we felt it would be much too time consuming to spell out the details of these programs. We think they are fairly well spelled out in these documents.

Mr. BURTON. All right.

Dr. Holler, would you like to add something to this before we get to the questions?

Dr. HOLLER. Mr. Chairman, no, my purpose in coming is due to one of the peculiarities of our law which limited the function of the division of textbooks to that of the management of the textbook distribution program and did not concern itself with the content of the textbooks or with curriculum matters. For that reason I simply came along for the ride, and to answer any question in that field if such a question were asked by a member of the committee and if Mr. Quarles wanted to refer to me.

Mr. BURTON. Are you the curriculum man?

Dr. HOLLER. I am the director of the division of instruction and that comes the nearest to being the curriculum man that we have in our state department. Yes, the curriculum specialists are in our division.

Mr. BURTON. Perhaps it might be best if we get down to a few questions that I suspect you might have anticipated.

Approximately how many students do you have in elementary and then in secondary public schools in South Carolina?

Mr. QUARLES. There are approximately 665,000. I do not have the breakdown between the two in my mind.

Dr. HOLLER. It will not be far from half and half, but there will be 100,000 more in elementary than in the secondary. Our secondary schools range in grades anywhere from the seventh on up. We have no State mandated system there.

Mr. BURTON. Of that number, how many of the pupils attending school are Negroes and how many are white?

Dr. HOLLER. I can give you an approximation. About 39 percent are Negro. That would be within 2 or 3 percent of it.

Mr. BURTON. How does the school attendance percentage compare to the percentage of youngsters in the school age bracket in your State?

Dr. HOLLER. The term "school age bracket" as used as a national figure includes the 5 year olds. The public school system in South Carolina includes only the 6 year olds and above. Therefore, any use of figures using the national term for school age and then using the school enrollment figures shows a discrepancy. But in our own esti-

mation, while there are a great many pupils out of school in South Carolina, this is nothing like the number of out-of-school youth as is reflected by, as I said, the national definition of school age and then the school enrollment.

Mr. BURTON. Why do you not pull that microphone just a little closer to you.

How many youngsters aged 6 through 16 do you believe you have, in approximate terms, in South Carolina? You have about 665,000 attending school. Putting it differently, how many would not be attending that are of school age? What would be your estimate?

Dr. HOLLER. I don't have an estimate on that. Our school enrollment figures show a drop-out rate higher than, of course, we are satisfied with. It is improving every year. Within the last 6 to 8 years we have decreased the number of dropouts before the eighth grade to the point where, among the whites—and this is an estimate—about 90 percent of the pupils who are enrolled in the first grade continue on into the eighth grade.

We have about 70 percent of the Negroes continuing. That is a number given from memory. I would much prefer sending you a more accurate one. This is a considerable stepup from what was the picture 6 or 8 years ago.

Now, as you get on into the——

Mr. BURTON. How do you account for that improvement?

Dr. HOLLER. Well, we have been emphasizing the improvement of schools. We have been emphasizing meeting the individual needs of pupils. We have been emphasizing school attendance. We do not have, as such, a State attendance law at the present time. There is a strong demand in the State for that, but politics being what it is, you have to get around to where something will be done.

Mr. BURTON. Is there any difference in that which you have described as a statewide matter and the circumstances in your larger cities?

Dr. HOLLER. I did not understand the question.

Mr. BURTON. Is there any significant difference in the figures or percentages we find in your larger cities as distinguished from your rural areas with reference to either the percentage of students of school age actually attending school, or the rate of dropout? In other words, is this a uniform statewide experience or is it more commonly found in the urban or more commonly found in the rural community?

Dr. HOLLER. Here again I would have to speak from observation and not from statistics. I do not believe we have a wide range of difference between the group of school districts that would be classified as urban and the school districts that would be classified as rural. We do have probably superior general programs, if you take the urban as a group and then the rural as a group. But we do not have a wide range of differences because of the fact that in South Carolina so much of the support of schools is given from the State government.

Mr. BURTON. From which level?

Mr. QUARLES. The State level.

You asked why the dropout rate has decreased. I think as far as South Carolina is concerned, there is a greater emphasis and a greater interest in education than at any time during the history of the State. This is reflected both in the attitudes of the people toward education

and in the attitudes of the general assembly in providing funds for education.

Mr. BURTON. Thirty-nine percent, roughly, of your school-age pupils in attendance are Negro, and that is about 266,000.

Mr. QUARLES. 266 is the figure that sticks in my mind. I am not sure about it.

Mr. BURTON. What percentage of those students are attending schools where there was integration in the past school year? What percentage would you estimate there will be in the school year coming up?

Mr. QUARLES. Do you want an answer to that?

Dr. HOLLER. Neither one of us has an answer to that. All I know is what I read in the paper, so far as this year is concerned. The newspapers are carrying generally the statement that we will have about twice as many Negroes attending formerly all-white schools this year as was the case last year.

Mr. BURTON. What is your estimate as to what that number is?

Mr. QUARLES. I think 12,000, as I recall, are the newspaper estimates for this coming year. We did not prepare any detailed information on this.

Mr. BURTON. We probably have about 15 minutes for you and for Dr. Passow because the bells have rung on us again.

Do you have any Negroes on your State board of education?

Mr. QUARLES. No, sir.

Mr. BURTON. Do you have any Negroes on the curriculum-establishing committee or committees?

Mr. QUARLES. Yes; I think every committee—

Dr. HOLLER. That selects and recommends textbooks has Negro representatives. Every division in the State department that has administrative or curriculum responsibilities in the schools has Negro members of their divisions and on their staff.

Mr. BURTON. Congressman Hawkins?

Mr. HAWKINS. From the statement that you have given to this committee, I assume the statements made are with respect to the reorganized commission and board rather than to the previous ones?

Mr. QUARLES. The statements that I made were based, predicated on the past performance of the school book commission. We had a rather unique system in South Carolina where we had a number of State educational agents with separate governing boards and two of those were poured in under the State board of education this past July 1. The school book commission was one of those that were brought under the State board of education directly, which means that my division is—

Mr. HAWKINS. Your statement is made with respect to the new board of education and the new commission rather than to the previous ones?

Mr. QUARLES. I had reference here, Congressman, to the fact that the State board of education itself was reorganized by a constitutional amendment. It was passed in the general election of 1962 and ratified by the general assembly in 1963, establishing a new State board of education with one member from each judicial circuit of the State. This has brought about some policy changes, I am sure, inasmuch as we have a new board which is largely made up of lay members,

whereas the previous board was a board appointed by the Governor and consisted primarily of school administrators.

Mr. HAWKINS. Is this committee, then, the board which adopts the textbooks—

Mr. QUARLES. This is the new State board of education. If you will notice, we referred also to the various professional committees that this board uses. This board has only made one textbook adoption since it has been in existence. In this adoption, they followed the professional recommendations in their entirety.

Mr. HAWKINS. Then are the textbooks which are adopted the same in all the districts, or do they differ from one district to another?

Mr. QUARLES. We have what we call a multiple adoption; I am sure you are familiar with it. We adopt not less than three or not more than five books in any subject field. The various districts may select from this listing which books they prefer using in their own district. Each and every district has the same prerogative of choosing. Our commission in the past could not furnish any book unless it was taken from this State adopted list, and it must be the choice of the local district.

Mr. HAWKINS. Is there any basic difference in the textbooks used in those schools which have been desegregated as compared with the textbooks which are used in those schools and districts which are at the present time segregated?

Mr. QUARLES. They are all selected from the same list. That red back book is a list of the adopted books in the State of South Carolina. All schools, regardless of the so-called desegregation, as you referred to it and those that are still to some degree segregated, all of them have the same privilege of selecting books from that same document.

Mr. HAWKINS. I see this list of adopted textbooks, the red back booklet.

Mr. QUARLES. This is correct.

Mr. HAWKINS. You submitted this to the committee. I see on page 10, for example, in social studies you list a few combination series, "New Friends," "New Friends and Neighbors," and so on.

We have had testimony before this committee which indicates that in some instances there are differences in these textbooks. Some have a multiethnic treatment and some do not.

Are you familiar with which of these—

Mr. QUARLES. You are speaking primarily of one series or are you speaking of all reading material? You are talking about reading material?

Mr. HAWKINS. I am just calling your attention to some specific ones. If you have other examples it is all right with me.

Mr. QUARLES. You are referring to the group of books at the top of page 10?

Mr. HAWKINS. Actually the ones at the bottom of page 10.

Mr. QUARLES. The bottom of page 10—

Mr. HAWKINS. "New Fun With Dick and Jane," "The New Friends," "The New We Three," "The New Friends and Neighbors"—

Mr. QUARLES. Congressman, you will notice all those books have an asterisk by them. The contracts for those books have expired. They are being carried only so far as only currently existing stocks per-

mit. These books referred to with an asterisk, are on their way out. We do not have a current contract for them. If you refer to a group above that, you will find that it is a new series by the same company.

Mr. HAWKINS. Let's refer to those which are entitled, "More Fun With Our Friends," "Sally, Dick, and Jane," "Fun With Our Family," et cetera. Would you say that those textbooks have a multiethnic treatment? Would any of those textbooks, let's say, exclude illustrations that include persons of all ethnic groups? Or are they all lily white, as we have discovered, are some of the textbooks being used in some of the districts as compared with others that are available which actually portray life and society as they really are? In view of the fact that 39 percent of your schoolchildren are Negroes, I am wondering whether or not these textbooks reflect that fact.

Mr. QUARLES. Congressman, let me answer you this way. The State board of education gave formal notice of an adoption to be made in the area of reading in grades 1 through 8.

The board accepted sealed bids for this adoption from any and all publishers that chose to bid. After the bids were opened, there was no recourse. The evaluating committees had already been established and had already evaluated the books. This particular company offered in their bid this series of books. This is the only series of readers that this company bid to the State of South Carolina. The State board of education could not adopt a book that was not offered on the contract, according to law.

Mr. HAWKINS. With respect, then, to the general adoption, are you telling me that your evaluation committee does not get into the subject of content—

Mr. QUARLES. Yes, sir, the evaluation committees do get into the subject of content.

Mr. HAWKINS. Are textbooks reflecting a multiethnic treatment used in your particular schools?

Mr. QUARLES. Yes, sir; we do. We do have. Yes. If you will examine the books in this booklet, you will find that quite a few are there—

Mr. HAWKINS. Could you just simply give us a few examples? I am not aware of your situation. I am not trying to indicate any facts by my questions. What I am trying to do is to get some information from you that may help this committee.

Mr. QUARLES. Well, let's turn back to page 8, the books at the bottom of page 8 and beginning at page 9. I am sure those have multiethnic illustrations. I believe the ones at the bottom of 9. I believe some of the others up there, too. However, Congressman, again I will say that my duties concern the administrative handling of textbooks. I do not examine the contents. But there are some books that are multiethnic; there are some that are not multiethnic. The same choice is available to all schools.

Mr. HAWKINS. I think it would be helpful to this committee if you could submit to us a list of those books that you have referred to as being multiethnic that are currently in use in the schools of your State. I think it would probably do more to convince this committee that we are making some progress if we do have some specific illustrations or some specific examples of the type of book that you have just referred to that you are currently using.

Mr. BURTON. I would advise, if your schedule permits, we recess and come back in about 20 minutes. I know your schedule has already been adversely affected today.

Mr. HAWKINS. I really do not have but one or two further questions. If it is all right, we can dismiss these witnesses rather than keep them 20 additional minutes. Then go to the next witness.

Mr. BURTON. Why do we not do this: I will turn the chair over to you. I will be back at the conclusion of Congressman Hawkins' questions in about 20 minutes. Do you want to continue?

Mr. HAWKINS. Off the record.

(Discussion off the record.)

Mr. BURTON. We will be back in 20 minutes.

Mr. QUARLES. We will be here.

(Brief recess.)

Mr. BURTON. Permit me to renew my expression of gratitude for your patience.

Congressman Hawkins was in the course of questioning you.

Mr. HAWKINS. Mr. Quarles, the basis of my questions was really based on the statement that you have made, in which you said: "Books adopted in the past few years have more material and illustrations portraying minority races." I was trying to get some specific examples, the reason for such a statement being made, in what way this differs from the past, and to what extent this indicates a new policy of adoption.

Mr. QUARLES. Congressman, this is a matter of observation and not one of detailed curriculum study of the books. We do know from our experience in handling textbooks that some of them have moved into the multiethnic illustrations and materials; and we do know that some have not.

Now, the books that are currently adopted were adopted at various intervals. We make 4-year contracts, with an option of extending them for 2 additional years if the State board so desires.

Just from observation, we do see a difference in some of the later adoptions. But, this is not based on a study on our part.

As a matter of fact, I have not seen the evaluating report of any of the evaluating committees who made recommendations to the board as to specifically which books should or should not be adopted.

Mr. HAWKINS. The procedure as I understand it is that you have evaluating and rating committees consisting of professional and lay people—

Mr. QUARLES. Not professional lay people. The committees consist of professional educators and teachers.

Mr. HAWKINS. I see, professional—

Mr. QUARLES. But the State board is predominantly made up of lay personnel. They, therefore, have found it necessary to change the method of adoption that had been used by the old State board of education which in the past had been a professional group. The present board now turns to the method of appointing professional people, who are very knowledgeable in the various subject areas, to examine the books offered by the public companies and to make recommendations.

Of course we are always limited by the offering of the publishing companies. If the publishing companies do not offer you a book or if the publishing companies have not moved into this area and do not

have books to offer you, you only have to evaluate what you have. I am not in a position to tell you how these professional committees went about making their evaluation; however, Dr. Holler has already indicated that minority race groups were represented in the committees.

Mr. HAWKINS. So the adoptions are made for a specified period of time. Do you know what that period is?

Mr. QUARLES. That period of time, Congressman, is for a 4-year period with the board having the option of extending it for 2 additional years if it chooses, based on the recommendations of another curriculum committee that they maintain continuously. The idea being that, if there are no significant improvements, say, in your mathematics area from the books that you have at the end of a 4-year period, it would be expedient to continue your contract for 2 more years. However, if there have been changes and math has been updated, then your committee would recommend to the board that they let these contracts lapse and go into a new adoption so as to have the newest material.

This means that our material is updated at least every fourth or sixth year, whichever appears to be the most advantageous from an educational standpoint.

Mr. HAWKINS. Now, also in your statement you indicated that school libraries were very inadequate. How inadequate are they?

Mr. QUARLES. At one time, even at the beginning of this past school year—Dr. Holler may correct me if I am not correct—but at the beginning of last school year, we had schools for both races that did not have any library, elementary schools, and—

Mr. HAWKINS. Were there very many of these? Have you any specifications as to the actual number in which there were no libraries?

Mr. QUARLES. It was a small number, but there were many that were very inadequately supplied with library materials. I think you will notice from my statement that the average increase in books per pupil was two books in the elementary schools and one book per pupil in the high school. I might add that many of the schools in the so-called high-priority groups met the State library standards, while some of the others did not because of the benefits of title I, Public Law 89-10, which made more money available under the high-priority schools.

Mr. HAWKINS. You also said that the title II librarians prepared and distributed a 5-page special list of books about Negroes and their contributions and accomplishments. Was this list used and was the list used both by the white as well as the Negro schools?

Mr. QUARLES. Congressman, the list was distributed, I believe I am correct in saying, to all schools. It is a printed document and is listed among the printed documents available from the State department of education. It was widely distributed.

Mr. HAWKINS. Among all schools?

Mr. QUARLES. Among all schools.

Dr. HOLLER. Yes; and the list, of course, comes from the master list, but it lifts out a special area that will serve a special purpose. This came about because our library supervisors, Miss Frances Griffith who is a Negro and Miss Jones who is white, prepared this particular list to meet a particular need as was seen at this particular time.

Mr. HAWKINS. A particular need in all of the schools and not a particular need in some schools, is that what you are saying?

Dr. HOLLER. Yes.

Mr. HAWKINS. It was distributed among all of the schools?

Mr. QUARLES. Yes.

Mr. HAWKINS. I have no further questions. Thank you very much.

Mr. BURTON. Do you believe multiethnic textbooks are inherently desirable?

Dr. HOLLER. Are you asking me?

Mr. BURTON. Yes, sir.

Dr. HOLLER. I don't think there is any doubt about that. Educators throughout the country have for years recognized the fact that textbooks can never be totally adequate to meet all of the needs at any given time of the public schools. All curriculum specialists have been concerned with building the general concept among educators that the answer to the problem of the schools lies in the use of many books. This is one of the reasons for the strong support given to title II of the Elementary and Secondary Education Act. It enables children to have access to many books rather than depend upon one textbook.

Now, not only in the field of library books, but also in the field of textbooks, educators have felt for years that a teacher ought not to be textbook-bound, though a text serves a very good purpose as a principal guide. Most of the States, and I know it is true in South Carolina, have developed curriculum guides with the idea of being of assistance to teachers in order to free them from the limitations of a single textbook. They should have access to enrichment material, additional material, more in-depth types of materials, to meet the many levels and the many different needs among their children.

Mr. BURTON. Your State board of education or its equivalent, was formerly appointed by the Governor?

Dr. HOLLER. That is right.

Mr. BURTON. It is now—

Dr. HOLLER. Elected by the delegations of the general assembly from the judicial districts.

Mr. BURTON. And your judicial districts—how many judicial districts are there?

Dr. HOLLER. Fifteen.

Mr. BURTON. Are they roughly equal in population?

Dr. HOLLER. Well, roughly; yes. You could use the word "roughly" there.

Mr. BURTON. Do you have disparity of any more than 3 to 1 of the largest to the smallest judicial districts? How many judicial districts in Charleston?

Mr. QUARLES. Charleston is not a judicial district itself, Charleston and Berkeley Counties make up one district.

Mr. BURTON. How many people in the county and Charleston? About 230,000?

Mr. QUARLES. Somewhere in that neighborhood.

Mr. BURTON. How many people in the State?

Mr. QUARLES. 2,500,000, roughly, is my memory of the last statistics. That will not miss it far.

Mr. BURTON. Is it really not a fact that those in education in South Carolina are no more isolated from the political decisionmaking process than educators are generally?

Dr. HOLLER. I think that is correct, and I think the question—

Mr. BURTON. Are not your range of alternative avenues, of necessity, limited somewhat by what people or their representatives view as important public policy? I suspect that is true in our area. I don't imagine educators get very far afield from what is essentially the main stream of opinion.

Dr. HOLLER. I think you have two types of educators, one that deals in the field of ideas, and that tries to pull toward those ideas; and then there are those who, being more practical in the field of politics, stay where the support lies. You need both of them.

Mr. BURTON. Dr. Matthew has a question or two, and then we will get to our final witness before we get to this next rollcall.

Dr. MATTHEW. First, regarding the statement you made that publishers have not submitted some of the new books, in particular, those with the multiethnic treatment, and, therefore, they could not be considered among the bids that came before the State board.

My question is: Would it not be difficult for the State of South Carolina to supply the schools with an integrated series? Would there not be objection in the communities? Would not parents come to you and say, "We do not want our children to use these textbooks"? Is not that the reason why publishers do not submit these to you, because they know that you would not be able to buy them?

Dr. HOLLER. I would not accept that as being the situation. Those publishers who did submit them, found them selected over the materials that they submitted that was not multiethnic. Had the companies that had multiethnic books submitted them, and had these been otherwise educationally sound, they could have been selected. Multiethnic composition was not the primary issue before the State board at its last adoption. It was a matter involving a great many principles of education. However, I do not believe there would have been any objection because of the content of the book as long as that particular content had integrity to it.

Dr. MATTHEW. For example, the Bank Street Readers. Are you familiar with that series?

Dr. HOLLER. No; I am not.

Mr. QUARLES. Which series is that? Can you further identify it?

Dr. MATTHEW. The Bank Street Readers, which is published by the Macmillan Co., is a series that has been quite favorably received. I do not see it listed among the books in your red list of adopted textbooks. This goes to 1968. Would they possibly have had a chance to be considered in this last adoption procedure?

Mr. QUARLES. I think we would have to say that certainly publishing companies must have had very difficult decisions to make. I would certainly agree with that. But in the case of this particular company we did adopt one of their series of books. I was trying to remember whether or not it did have any multiethnic illustrations. I am not sure. But, the series that you referred to was not offered in this company's bid, if I remember correctly.

Now please remember I am trying to recall a bid and I could be in error in that.

Mr. BURTON. In order to complete the record, we may have a few written questions to send to you and if you could respond to them in due course, that would be helpful.

We have one further witness who has to get back home tonight. We have about 10 minutes to justify his 3- or 4-hour trip down here.

Mr. QUARLES. We will be glad to respond in any way possible.

Mr. BURTON. Thank you very much, gentlemen, for your conscientious presentation.

Mr. QUARLES. Thank you.

Mr. BURTON. We have your statement here. Why do you not just tell us about it. You have been here most of the day, have you not?

STATEMENT OF DR. A. HARRY PASSOW, PROFESSOR OF EDUCATION, COLUMBIA UNIVERSITY

Dr. PASSOW. I have been here since 10 o'clock.

Mr. BURTON. Why do you not take advantage of 8 minutes of educating us? [Laughter.]

Can you educate Congressmen in 8 minutes?

Dr. PASSOW. Well, I begin my statement by saying that the conditions under which I prepared it were very difficult, I should amplify that to say it is extremely difficult for a college professor to open his mouth and speak for the 5 minutes allocated to me, as we usually speak for 50 minutes.

Secondly, I prepared this on vacation at Lake Champlain and did not have the data available to me that I would have liked.

There have been some analyses of the treatment in textbooks of minorities. I do not need to repeat them. Essentially I think what has been found true of American Negroes is equally true of other minority groups. I think one of the problems that we have encountered in terms of the kinds of books that are published is essentially that we have not given attention to all of the minority groups in the ways that we ought to be giving attention to them.

While the American Negro constitutes the largest minority group, certainly, as you raised the question this morning with respect to the gentleman from New Mexico, the Spanish-American or Mexican-American, the American Indians, the Puerto Ricans, the migrant farm laborers, the urban immigrants, all of whom need to be considered in the kind of materials that we provide.

The second point I try to make in my statement is that it seems to me that the major threads of American history, that is, civil rights and equal opportunity, urbanization, and metropolitanization, automation and leisure and other things like that are simply ignored as being too controversial, complicated, et cetera, to need attention.

The main point I wanted to make in my paper is that these cut both ways. The emphasis, it seems to me, during the day has been in terms of the minority groups. The consequences of such materials on the self-image, on ego development, on personal dignity and worth, and what the child learns and how he learns it, as far as the minority group child is concerned is pretty well documented in the psychological literature on learning theory. What we have not looked at is that we are just increasingly beginning to realize that this incomplete distorted picture has had its consequences on the white majority children whose education has been equally shortchanged and attenuated. I would like for us not to think only in terms of what the impact of this treatment is on the minority groups but the impact on the majority group as well.

I point out that I think there has been an outpouring of materials. I describe the kinds of materials that we have found in just three summers.

Dick Smith, who is sitting over there waiting to show his film, about three summers ago presented a paper at one of my work conferences in which he surveyed the American textbook publishers. He had practically, I would say, two or three publishers who had anything to show.

At my last summer's conference, just concluded in early June, I had more than 30 publishers.

The other point I want to add to this is that our emphasis has been on textbooks and library books, that we have to give a great deal more attention to the other instructional materials—films, filmstrips, records, dolls, materials of that kind, because if we read the Federal legislation the fact of the matter is that many of these materials are purchasable and can be included in the purchases of the schools. In fact, the day of the textbook as the central thing, I think, is gone and we have to consider instructional materials much more broadly.

I presume that the purpose of these hearings is for the purposes of legislation; hence I tried to make some suggestions of what I think are the kinds of directions that legislation might take for the future.

I think I will conclude with that.

Mr. BURTON. Thank you.

We would like to have your formal statement appended to that which you have just concluded.

(Dr. Passow's prepared statement follows:)

PREPARED STATEMENT OF DR. A. HARRY PASSOW, PROFESSOR OF EDUCATION AND CHAIRMAN, COMMITTEE ON URBAN EDUCATION, TEACHER'S COLLEGE, COLUMBIA UNIVERSITY

Because of the conditions under which this statement was prepared, it was not possible for me to undertake the kind of systematic study of the treatment of minorities in texts that would enable me to present empirical data to support my position. I am sure that others who have appeared have done so—although much of what is available still tends to be impressionistic. The comprehensive studies such as those prepared by the late Howard E. Wilson (*Intergroup Relations in Teaching Materials*); Lloyd Marcus (*The Treatment of Minorities in Secondary School Texts*); Abraham Tannenbaum (*Family Life in Textbook Town*); Otto Klineberg (*"Life Is Fun * * **"); Nancy Larrick (*"The All-White World of Children's Books"*) or the University of California history professors' analysis of American history texts—all represent the kinds of analyses which simply confirm the general impression of sensitive educational practitioners that minority groups either tend to be ignored or to be depicted in stereotypes which are denigrating.

Marcus' analysis of 24 social studies textbooks widely used in 1961 validated the findings by Wilson in 1949—that "the Negroes' position in contemporary American society continues to be very largely ignored"; that "American Negroes continue to be portrayed primarily as simple, childlike slaves and as uneducated, bewildered freedman"; that scientific knowledge underlying sound understanding of the basic similarity and equality of the races of mankind is absent from the great majority of the textbooks"; and that "textbooks continue to portray America as an all-white nation, not as an interracial and increasingly integrated one." What Marcus and others found with respect to the American Negroes was equally true of other minority groups—Mexican-American, American Indian, Puerto Rican, migrant farm laborers, urban in-migrant, mountain people, etc.

In social studies texts, the major threads of American history in the making—civil rights and equal opportunity, urbanization and metropolitanization, automation and leisure—are inadequately treated or even ignored as "too controversial", "too complicated", or "too much for tender minds." In basal readers,

too much fun has already been poked at the all-white, middle-class rosey, happy existence of the central characters of such stories to warrant repetition. I need not belabor this picture of what has been a pattern in textbooks and in trade book publishing.

Increasingly, the impact of such materials on the minority group child has been understood in terms of both his cognitive or intellectual development as well as his affective or emotional growth. The consequences of such materials on self-image, on ego development, or personal dignity and worth have finally registered on educators. The significance of the content and presentation in instructional materials on the *involvement* of the minority group child in the school's basic task of developing the skills, attitudes, and understanding which will enable the child to participate fully and effectively in American life is patently clear. And, increasingly schools have realized that the incomplete distorted picture has had its consequences on the white majority children whose education had been short changed and attenuated as well.

A combination of forces and factors are changing dramatically the treatment of minority groups in published materials. In the war on poverty, and in the civil rights struggle, schools have been called upon to play a central role. There can be no question that legislation, court decisions, and social forces have already had an impact on schools and on the publishers and procedures of materials used in them. For example, three summers ago in connection with our Third Work Conference on Curriculum and Teaching in Depressed Areas, a survey of some 70 or so publishers produced a few books and related materials plus letters indicating that work was underway. Last summer the exhibit was somewhat enlarged. This past summer, some 30 publishers flooded our exhibit room with materials of all kinds—textbooks, basal readers, library books, films, filmstrips, records, dolls, etc.—which each firm believed was “appropriate for use with the disadvantaged”.

Appropriate, insofar as materials produced are concerned, may mean the following:

1. Materials which are *multi-racial, multi-ethnic, multi-social class*—through the text or content, the illustrations, or both.
2. Materials which are *urban-oriented* rather than suburban or small-town, depicting life in the urban setting with its problems as well as its cultural riches.
3. Materials which present the *contributions of various minority groups* to the American story.
4. Materials which aim at helping to develop an *understanding* of the *world* which surrounds children and youth today, through literary and social science selections (e.g., Martin Luther King's *Letter from a Birmingham Jail* and James Baldwin's *Blues for Mister Charlie*).
5. Materials which draw on the art, music, dance, drama, and cultural heritage of many groups and societies.
6. Materials which use the contemporary story of *emerging nations* to help children understand the story of America's emergence.

While there is now an outpouring of materials from commercial publishers, much remains to be done. Much of the material is patently intended to cover a piece of the lucrative educational market by “desegregating” illustrations or content. It literally creates the “basal reader Negro” who is not unlike the “Company Negro”. Such materials do not provide integrated texts in the sense of placing minority groups in the natural mainstream of American history and culture. Often materials are simply tacked on in an extra chapter or appendix representing the publishers' contribution to Negro History Week instead of presenting the Negroes contribution in its proper place and perspective in the American story. And, inevitably the sordid behavior of the American majority toward various minority groups is still glossed over or completely omitted. Finally, too little attention has been paid to materials for teachers and other educators to help them with their understanding of minority groups and of how their behavior and attitudes affect what is learned and how.

I am not entirely clear about the needs for new legislation. Already, federal legislation and support has made possible preservice and inservice training of teachers to understand better the social psychological effects of minority group status. Federal legislation has made it possible for schools to purchase texts and library materials to an extent not possible previously. To the extent that they are provided with guidelines which will help them select

materials treating minorities more fairly and adequately, their purchases can have a direct impact on what the publishers will produce. Federal legislation might also make it possible for schools to produce their own materials which, while lacking the slickness of commercial production, may have greater value in that it emerges from the experiences of the population it is to serve. Legislation could make it possible for schools to "commission" commercial publishers to produce materials tailored to particular criteria established by schools or interested agencies (e.g. Urban League or NAACP). Finally, federal aid could encourage researchers to undertake the kind of basic research still not available which would yield more adequate guidance or valid criteria which should be applied to development, dissemination and use of materials relating to minority groups. At present we have some good ideas about *what is wrong* with the treatment of minorities in texts and library materials; we are less clear about what are *valid criteria* to correct the situation.

Thank you very much.

Mr. BURTON. Congressman Hawkins?

Mr. HAWKINS. I have no questions. I would like to commend Dr. Passow on his statement. I have read the statement. I think it is an excellent statement. I think it makes some very good and specific suggestions. I wish to commend you on the statement that you apologized for putting this together in a hurry.

Dr. PASSOW. Thank you.

Mr. BURTON. Thank you very much, Doctor. We will probably be hearing from you again in the course of your studies on the District of Columbia schools.

Dr. PASSOW. Thank you.

Mr. BURTON. Miss Barrett, do you have something?

Miss BARRETT. Do you have time?

Mr. BURTON. Thirty seconds. [Laughter.]

You are all going to see that movie. They always say staff counsel are the eyes and ears of the committee and they are going to demonstrate that by watching what I am sure is a very important movie. We will not be able to do that.

But, Miss Barrett, you did want to say something else, I believe.

Miss BARRETT. An ex-high school teacher has as much problem limiting herself as a college teacher.

The only thing I did not have time to say this morning Dr. Passow has touched upon. Above and beyond the textbook, I think one of the greatest needs in the schools today is that we are going to have to start thinking about supplying free books. We are teaching in our urban schools a tremendous number of students who hate books. You cannot get them to touch their textbook. They do not have the money to buy their own books. We have given free lunches, free medical care, free everything else. I think it would go a long way to helping them by giving free paperback books.

Many children have a fear of books. The only way you can get the child over a fear is for him to have a book of his own. Once he gets used to a book, he will appreciate what is in it.

The second thing, you are getting a book into a home that possibly might not have a book otherwise. I have had parents read a book I have edited, and I know it is probably the first time a book has ever come into their home. This is something I would like Federal legislation to consider in the future.

Thank you.

Mr. BURTON. Thank you very much. Thank you one and all. We will see you tomorrow. My dear friend, will you show that movie? Are you going to show that film?

Mr. SMITH. When?

Mr. BURTON. Right now?

Mr. SMITH. Yes, I can show it now.

Mr. BURTON. We are going to officially adjourn, but we hope everyone will stay and watch the movie. We are confronted with a problem that we did not plan and now that we are off the record we can discuss it.

(Discussion off the record.)

(Whereupon, at 3:30 p.m., the committee was recessed, to reconvene at 10 a.m. Thursday, September 1, 1966, in room 2175, the Rayburn House Office Building.)

BOOKS FOR SCHOOLS AND THE TREATMENT OF MINORITIES

THURSDAY, SEPTEMBER 1, 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 Office Building, Hon. Philip Burton presiding.

Present: Representatives Burton, and Hawkins.

Also present: Dr. Eunice Matthew, education chief, and Charles Radcliffe, minority counsel.

Mr. BURTON. The committee will come to order.

We will start today's meeting. I would like to say good morning to you one and all. We hope to finish up with our witnesses by the time the House goes into session today.

Mr. Mack Avants, please come forward.

STATEMENT OF MACK AVANTS, EXECUTIVE ASSISTANT SUPERINTENDENT, STATE DEPARTMENT OF EDUCATION, BATON ROUGE, LA.

Mr. BURTON. Please identify yourself for the record as loudly as you can so everyone can get the benefits of your remarks.

Mr. AVANTS. Mr. Chairman and members of the committee, I am Mack Avants, executive assistant superintendent, State Department of Education, Baton Rouge, La.

(a) The position of our school system with regard to the treatment of minority groups in books for school use:

The content of textbooks and library books is determined by responsible publishing firms. No attempt is made by the Louisiana State Department of Education to influence treatment of various subjects by book publishers. This holds true with topics such as the Civil War, evolution, sex, religion, Americanism, United Nations, minority groups, and so forth.

The Louisiana State Department of Education assists the State board of education in the selecting of books for adoption, Louisiana textbooks are selected by textbook committees which study the publications presented by textbook publishers submitting bids.

Textbook committees during the administration of Superintendent William J. Dodd, which started in April 1964, have been composed of teachers and school administrators representing all segments of our school systems—white and Negro teachers, white and Negro admin-

istrators, college administrators and instructors, as well as teachers and administrators from private and parochial schools.

Textbook committees recommend at least five books in each subject fields or grade level to the State superintendent who, in turn, makes his recommendation to the State board of education. The State board of education adopts what it considers the best textbooks in each field for use in all public, private, and parochial schools.

When adopted by the board, these textbooks in each learning area become a part of the State-approved list. Local educational systems select the textbooks from the State-approved list for use at the local level.

The State department of education staff attempts at all times to encourage local school personnel to secure the best available textbooks for the pupils and teachers in the State.

(b) Efforts of educational authorities in the State and local districts to provide for all children text and library books which rectify adverse attitudes toward minority groups:

Free textbooks are available to all children in public, private, and parochial schools. No State-adopted textbooks convey adverse attitudes toward minority groups. No textbooks are adopted which degrade or hold up to ridicule or in any manner tend to embarrass a child of any race, creed, or national origin.

Members of the staff of the library section of the State department of education encourage local school personnel to select good materials for their schools and to use the best selection aids, such as the recommendations of the American Library Association, National Council of Teachers of English, National Association for the Advancement of Science, Association for Childhood Education International, Child Study Association of America, and the Modern Language Association.

In serving local librarians, the State supervisor of school libraries recommends:

(1) That every school purchase the following necessary basic books: basic book collection for high school libraries, basic book collection for junior high school libraries, or basic book collection for elementary school libraries, as needed to fit the grade level.

(2) That every school purchase either or both as needed—"Children's Catalog" or "Standard Catalog for High School Libraries."

(3) That schools purchase as many of the approved standard selection aids and buying guides as possible. The brochure entitled: "Selecting Materials for School Libraries: Guidelines and Selection Sources To Insure Quality Collections," supplied by the American Library Association, has been distributed to every school library in the State.

This publication lists all of the recommended aids needed for selection of quality materials.

Many publishers of library books send complimentary copies of their books to the State supervisor of school libraries for examination. One of his primary responsibilities is to become familiar with library books in order to provide assistance to local librarians. The State supervisor has stated that to his knowledge library books which he has reviewed reflect no adverse attitudes toward minority groups or any other groups.

(c) Methods of selection, assignment, and distribution of text and library books for school use:

Textbooks.—Upon authorization of the State board of education, at the request of the State superintendent of education, the division of curriculum and instruction develops plans and sets up procedures for the examination and appraisal of textbooks and materials in the various subject fields recommended for adoption.

All local superintendents, State college presidents, and the heads of the diocesan school boards are invited to submit names of the people best qualified in the subject areas being considered for adoption to serve on the committees. It is desired that committees be composed so that colleges, public and private schools, as well as all geographic areas of the State, are represented.

From these recommendations, persons are selected to serve on the committees. In some instances, persons who are recommended are invited to serve as consultants to the committees, along with members of the professional staff of the State department of education.

A circular is sent to all interested publishers, **inviting them to submit** bids and samples for examination and setting up proposed contract conditions in detail. A schedule of hearings is set to give representatives of publishers an opportunity to present to the committees the merits of their particular books.

Committee members are furnished copies of "General Directions and Specific Directions for the Evaluation of Textbooks." (See forms 1 and 2 attached.) They are also supplied with form 3, form 4, part I, and form 4, part II, copies of which are also attached.

Books are rated on the basis of authorship, curriculum needs, adaptation to pupil's use, adaptation to teacher's use, format, and miscellaneous items. These instructions and forms are for the purpose of establishing uniform and unbiased methods of procedure so that all books submitted will be given fair consideration.

Committee members are given complete and individual freedom of choice within the limits of the regulations established by the State board of education and contained in the adoption announcement.

Recommendations of the committees are submitted to the State superintendent of education who, in turn, makes his recommendations to the State board of education, the final adopting authority.

All superintendents and publishers submitting bids are notified of the textbooks which have been adopted by the State board of education. Books are listed alphabetically by publisher in each field instead of in order of ranking by the committees. This is in keeping with a policy established by the State board of education.

After the State board of education has approved textbooks in each learning area, local superintendents are requested to appoint committees to recommend to the superintendent and local board the textbooks which in their opinion best fit the needs of the students in the local system.

The State department of education is notified of the local textbook selections.

Textbook allotments are made to each local unit based upon registration figures for the preceding school session. Orders for textbooks are placed by each school in the system and a composite order is forwarded to the State department of education. This order is charged against

the textbook allotment and forwarded to the textbook depository. The books are then shipped to the superintendent for distribution.

Library books.—Schools are allowed to order with State funds any library books which are represented by entry in standard book reviews or catalogs such as "Standard Catalog for High School Libraries" and "Children's Catalog," both published by H. W. Wilson Co., and "Subject Index to Books for Primary Grades" and "Subject Index to Books for Intermediate Grades," both published by American Library Association.

Individual schools submit orders for library books to their superintendent. These orders are then submitted to the materials of instruction section for processing and forwarding to the State library depository. The costs are charged against the library allotment. Books are shipped to the superintendent, packaged and labeled for each school.

(d) The uses of the provisions of Federal educational legislation for the increase in supply of text and library resources for the schools in your State or district:

Federal funds available under title II of the Elementary and Secondary Education Act of 1965 are being utilized to the maximum in increasing the number of textbooks and library resources available in the schools of the State. These funds are allocated to the local school systems on the basis of the relative need of the children and teachers of the State for school library resources, textbooks, and other instructional materials.

Participating school systems are expected to utilize title II funds on a school priority basis with first consideration being given to those schools which are most deficient with regard to minimum standards of the American Library Association and the Southern Association of Colleges & Schools.

In the 1966-67 school session, approximately 85 percent of the State allotment under title II, ESEA, will be spent for library resources and the remaining 15 percent for textbooks. During the past year, the State spent approximately 90 percent in library books and other instructional materials and approximately 10 percent for textbooks.

(e) Anticipated continued needs for these kinds of support:

Title II of the Elementary and Secondary Act of 1965 has made available funds to enhance and upgrade educational materials for use throughout the State. In many cases, worn and out-of-date learning materials will be replaced as funds are available.

Regional accrediting agencies recommend a centralized library at the elementary school level. At the present time, there is a need for more elementary schools to provide centralized libraries. The number of books per pupil in the elementary grades of the schools in Louisiana is considerably below the number which is recommended by regional accrediting agencies. In view of this, funds are needed to make available additional library books.

(f) Proportion of this assistance in total budget for tests and school library use:

Percentage figure which represents a comparison of title II funds to total amount of funds budgeted from the State level—28 percent.

Percentage figure which represents a comparison of title II funds to total amount of funds budgeted with the inclusion of title II funds—22 percent.

(Additional information appears in the appendix.)

Mr. AVANTS. Mr. Chairman, I shall be glad to try to answer any questions you or any member of the committee may like to ask.

Mr. BURTON. You did very well. I enjoyed every word you said.
Congressman Hawkins.

Mr. HAWKINS. Mr. Avants, in your statement you say, "No State-adopted textbooks convey adverse attitudes toward minority groups." Is this a matter of policy and is this according to the instructions given for the evaluation or is this a statement based merely on your own experience?

Mr. AVANTS. This is a statement contained in the instructions to the committee. It is a directive of the superintendent and the State board of education.

Mr. HAWKINS. This is contained in the policy statement. Have you submitted that statement in any of the material?

Mr. AVANTS. Yes, it is submitted.

Mr. HAWKINS. Now, with respect to the private schools or non-public schools, would you say there has been an equitable distribution of textbooks and materials between these two groups?

Mr. AVANTS. I didn't get the question.

Mr. HAWKINS. I assume you do have quite a few parochial schools?

Mr. AVANTS. Yes, sir.

Mr. HAWKINS. Has there been an equitable distribution of textbooks and other materials to these groups?

Mr. AVANTS. Yes, the money is allotted for the children. I believe it was \$5.04 for books last year, I believe it is \$1.05 for library books for each child and then an allotment for paper, pencils, and ink. The money is allotted to the child. It is on a per membership allotment. We have not had any complaints. We have not had any criticisms of our method of distribution.

Mr. HAWKINS. That is all, thank you.

Mr. BURTON. Dr. Matthew?

Dr. MATTHEW. Did you say money is allotted to the schools, including the nonpublic schools, according to the number of children?

Mr. AVANTS. It is allotted according to the registration number. That is the way we arrive at our appropriation. We set up \$5.04 per child. This year's appropriation will be \$5 million, approximately, for textbooks. That is set up for private, public, and parochial schools. The reason is the local school districts get the money for the children enrolled in their public and parochial schools.

We set the money in those categories. The money is not actually sent out to the school system. They submit a list of the desired textbooks. We charge that against their account and pay the depository for the books. It is based on registration.

Dr. MATTHEW. How would the parochial and nonpublic schools be serviced under this arrangement?

Mr. AVANTS. The private and parochial schools make orders for their school and submit a composite book order to the local administrative unit. In Louisiana it is parishwide, the equivalent of saying countywide. The schools submit the order to the local school system, and it, in turn, submits the order to the State department of education. We process it to see that all the books were selected from the approved list. We then notify the depository to deliver those books.

The local schools send us a receipt to show they have been delivered and we pay for them. The local school system sends the books out to the diocesan principal in charge of the parochial school and to the principal of the nonpublic school.

Dr. MATTHEW. Is there any question in Louisiana about the nonpublic schools having access to these materials?

Mr. AVANTS. None whatsoever. We had a suit known as the Borden suit in Cato Parish. Our courts, the local courts, ruled that the service was to the child. The children in the private and parochial schools were entitled to the books because it was a service to the children, not to the schools or to parents.

It was appealed to the U.S. Supreme Court and upheld. I believe this principle was used in the argument of this committee before the Congress.

Mr. RADCLIFFE. That was the now famous *Cochran* case?

Mr. AVANTS. In Louisiana I believe it was the *Borden* case. The same holds true for school lunches and transportation. We have no question about it in Louisiana.

Mr. RADCLIFFE. If I recall *Cochran*, or *Borden* as you refer to it, it was 1935, wasn't it?

Mr. AVANTS. Yes, sir.

Mr. RADCLIFFE. Has there been any change in your procedures in distributing textbooks since then?

Mr. AVANTS. No change whatsoever. I think the late Gov. Huey B. Long set up this program. It was placed in the constitution so it is a constitutional amendment.

Mr. RADCLIFFE. If it had not been for the *Cochran* case, we would not have had title II today.

Mr. AVANTS. I thought it might have been used as the principle in your argument for parochial schools participating.

Mr. BURTON. I read your directions to your committee and I want to read two portions. First, on your form 1, "Memorandum on Textbook Adoptions, General Directions to Committees" put out by the Louisiana State Department of Education, the point No. 11 on page 2 appears to be the only one that makes any reference to the treatment of children, groups, and so forth. Let me read the entire direction.

It says:

11. Before any book is finally recommended by the committee, it must be carefully read to make sure that it does not contain statements which are un-American, subversive, or would in any way be injurious to children and youth of Louisiana. This task may be divided among the members of the committee.

It must be under this section.

Mr. AVANTS. That is correct.

Mr. BURTON. I had so assumed, but then under form 2, "Memorandum on Textbook Adoption for the Specific Evaluation of Textbooks," the third point under authorship, you say, "Is the point of view free from dogmatism, bias, and is it free from material, statements, or illustrations, offensive to our way of life?"

Mr. AVANTS. In both instances that means the American way of life. We think anything intended to embarrass or ridicule a child, would be un-American. The State superintendent has charged the people responsible for these adoptions with that instruction that there shall not be any statement contained in a book that will ridicule, hold

up, or degrade a child, regardless of whether he is a Catholic, Negro, Caucasian, French, or what have you. That is our attitude.

Mr. BURTON. I think these two things have to be read together. Our way of life has been determined in some parts of the country to mean segregation. It is your understanding "our way of life" does not have reference to that, is that your testimony?

Mr. AVANTS. My testimony is that integration is no longer an issue in Louisiana. It is a reality. We feel—I am speaking for the State superintendent and the board of education—we will not let a text go into our schools that we think ridicules any youngster in our school system.

Mr. BURTON. On the basis of their creed, race, or national origin?

Mr. AVANTS. That is correct.

Mr. HAWKINS. Is that controlled in Plaquemines Parish, which has been in the limelight recently?

Mr. AVANTS. Let me say Plaquemines Parish will abide by the same laws. We had the same situation in Orleans Parish and they are now complying with the law. Yesterday, without any duress from the Federal Government and without a court decree, the Orleans Parish desegregated the faculty.

Mr. HAWKINS. Public statements seem to contradict that. However, I will take your statement hoping what you say is the truth.

Mr. AVANTS. All I can speak on is past experience. We have 63 systems that are now in compliance or in the process of getting in compliance. They have court orders but they have not been approved yet by the Office of Education. All are complying with the provisions of the court order. All have met the requirements of the U.S. Office of Education.

Mr. BURTON. How many children do you have in your public school system?

Mr. AVANTS. About 468,000.

Mr. BURTON. How many children in the parochial school system?

Mr. AVANTS. Well over a hundred thousand.

Mr. BURTON. What is the ratio of Negro students to white students in the State?

Mr. AVANTS. I would have to figure out the ratio. I will give you the number, 468,000 to about 218,000.

Mr. BURTON. Wait a minute—468,000 is the number of whites?

Mr. AVANTS. Yes, and about 218,000.

Mr. BURTON. Negro students?

Mr. AVANTS. Yes, sir. I might get that exact figure.

Mr. BURTON. That is all right.

Mr. AVANTS. I am going from memory.

Mr. BURTON. Did you think I asked you how many white students were in the public school system the first time I asked?

Mr. AVANTS. Yes; will you ask the question again?

Mr. BURTON. How many students do you have in the public schools of Louisiana?

Mr. AVANTS. Approximately 700,000.

Mr. BURTON. Approximately 468,000 whites and 218,000 Negro?

Mr. AVANTS. Yes.

Mr. BURTON. Do you have any idea what the number in the parochial and private schools might be?

Mr. AVANTS. I can give you New Orleans, the Orleans Parish system. Approximately 65,000 in the Orleans Parish are Negro students, 143,000 are white students.

Mr. BURTON. In parochial schools?

Mr. AVANTS. No; this is public; I have no way of knowing about the private schools. I don't have the statistics. I don't have the breakdown. I am using Orleans because it is the largest system involved. I would guess it perhaps would be 50 percent.

Mr. BURTON. Have you adopted any of the titles that deal in more affirmative terms with the multiethnic and racial nature of our society?

Mr. AVANTS. More positive terms?

Mr. BURTON. Yes.

Mr. AVANTS. Let me say this. I think it will be indicative of what we are trying to do. Up until April of 1964 we did not have any staff members in the State department of education who were members of the Negro race. We have employed professional members, and a secretary in our rehabilitation program.

This past week we interviewed people for a library position we have in the department. We employed a young man in vocational agriculture as an area supervisor. We are interviewing people in business education. We are interviewing them in health and physical education. I suspect today two will be employed, one in the library of science and one in home economics. We plan to bring in people in our elementary and high school division. This would be a positive indication that we are working toward a multiethnic group.

Mr. BURTON. No; I mean the textbooks that you use.

Mr. AVANTS. In our recent adoption, several books were adopted which contained multiethnic pictorials—I think it was in the reading series. Two or three of the five books we adopted had the multiethnic material.

Mr. BURTON. Those books were made available to public and private, integrated and segregated schools alike?

Mr. AVANTS. Correct.

Mr. BURTON. Could you make a note to yourself to provide the committee with the names of the titles of the books you have just made reference to? The committee will without objection insert the names of those titles in the record at this point.

Mr. AVANTS. I will be glad to.

(For material referred to, see appendix.)

Mr. BURTON. Thank you, Mr. Avants.

Mr. Eller.

STATEMENT OF E. B. ELLER, ASSISTANT COMMISSIONER, DIVISION OF INSTRUCTION, STATE DEPARTMENT OF EDUCATION, NASHVILLE, TENN.

Mr. BURTON. Identify yourself and please proceed.

Mr. ELLER. I am E. B. Eller, assistant commissioner for instruction, Tennessee State Department of Education, Nashville, Tenn.

Mr. Chairman, it is a privilege to appear before this distinguished committee of the House of Representatives of the Congress of the United States on behalf of this important consideration of the texts and library books used in the Nation's schools. I am pleased to be

here and to submit a statement regarding "The treatment of minority groups in texts and library books published, selected, and used in the public schools of the State of Tennessee."

The Congress of the United States, as a result of your leadership and support and that of your colleagues, has demonstrated its recognition of the need for improved text and library book programs and funds for the acquisition of texts and library books.

I refer specifically to the National Defense Education Act of 1958 and amendments, and the Elementary and Secondary Education Act of 1965. These legislative measures resulted in increased services to the children and youth attending schools in Tennessee.

As the opportunities for the selection and distribution of a greater number of books to be used by all the students and teachers are increased, it is appropriate for all of us to review and reexamine our provisions for books acquired to be used in the schools.

In response to your chairman's request, I will describe briefly the legal and regulatory provisions for the selection, distribution, and use of all text and library books in public schools of Tennessee.

Books for use in the public schools of Tennessee are selected by local school systems through selection committees, school librarians, teachers, supervisors, and administrators utilizing standard selection aids approved by the Tennessee State Board of Education and the Tennessee Official List of Textbooks, fixed by the Tennessee State Textbook Commission.

The list of selection aids approved by the Tennessee State Board of Education is as follows:

1. Children's Catalog. Tenth edition. H. W. Wilson Co., 1961. Five annual supplements.
2. Standard Catalog for High School Libraries. Eighth edition. H. W. Wilson Co., 1962. Five annual supplements.
3. A Basic Book Collection for Elementary Grades. Seventh edition. American Library Association, 1960.
4. A Basic Book Collection for Junior High Schools. Third edition. American Library Association, 1960.
5. A Basic Book Collection for High Schools. Seventh edition. American Library Association, 1963.
6. Lists compiled and distributed by staff members of the State department of education, working in cooperation with the area of instructional materials and libraries.
7. Lists compiled by national and State educational organizations in special subject areas. Examples of these groups are: National Council of Teachers of English, National Council for the Social Studies, National Science Teachers Association and American Association for the Advancement of Science, National Council of Teachers of Mathematics, Music Educators National Conference, Department of Home Economics, and Association for Childhood Education International.
8. Books recommended in library periodicals such as "The Booklist," "Library Journal," "School Libraries," "Horn Book," and "Bulletin of the Center for Children's Books."

The selection aids approved by the Tennessee State Board of Education are nationally recognized by librarians as containing only books of high quality with regard to content, subject presentation, and format. Minority groups are represented on many advisory staffs and committees of the above-mentioned selection sources.

In addition to utilizing selection sources which contain only books of high literary quality and subject presentation, the local school systems of Tennessee involve minority group members of their professional staff in the selection of texts and library books.

Public school laws of Tennessee define the methods by which textbooks are selected, assigned, and distributed. The following sections of Public Acts of 1951, chapter 180,¹ define these methods.

Section 2 provides for the creation of a State textbook commission, qualifications of members, terms of members, secretary of commission, and chairman of commission. I will summarize these:

SECTION 2. *Be it further enacted*, That there is hereby created a State Textbook Commission composed of seven (7) members, six (6) of whom shall be appointed by the Governor prior to July 1, 1951, and after the effective date of this Act. The members of said State Textbook Commission shall be educators of high qualifications who are actually engaged in educational work in the State, and whose educational qualifications shall not be less than graduation from a four-year college with a Bachelor's Degree, and with at least five (5) years of teaching, supervisory, or administrative experience.

Two (2) members shall be appointed for a term beginning with the date of appointment of expiring June 30, 1952; two (2) members for a term beginning with the date of appointment and expiring June 30, 1954; two (2) members for a term beginning with the date of appointment and expiring June 30, 1956. The Governor shall fill any vacancy by appointment for an unexpired term.

At the expiration of the terms of the first appointees and thereafter, the terms of the members of the State Textbook Commission shall be three years.

One member of the State Textbook Commission shall be a County Superintendent of Schools; one member shall be a City Superintendent of Schools; one member shall be a school principal; one member shall be a teacher or supervisor in the lower grades (grades 1 to 3, inclusive); one member shall be a teacher or supervisor in the intermediate grades (grades 4 to 8, inclusive); and one member shall be a teacher or supervisor of upper grade subjects (grades 9 to 12, inclusive).

At least one member of said Textbook Commission shall be appointed from East Tennessee, one from Middle Tennessee and one from West Tennessee.

The State Commissioner of Education shall be ex-officio secretary of the Commission, with the right to vote, and he shall serve without additional compensation for such service. The appointed members of the State Textbook Commission shall have their organization meeting in July following the passage of this Act.

The State Commissioner of Education (Secretary of the Commission) shall notify the members of the organization meeting and fix the time and place of the meeting. They shall elect one of their members as Chairman for one year; and each year thereafter at the regular meeting in July they shall elect a Chairman for one year.

Section 6 provides for the listing of approved textbooks, authority to determine policies and standards.

SECTION 6. *Be it further enacted*, That it shall be the duty of the State Textbook Commission to prepare a list of approved standard editions of textbooks for use in the public schools of the State. A list of at least four books in each subject and grade shall be listed, if available and sufficient merit to warrant being listed.

Said Textbook Commission shall select and publish such a list of textbooks for use in the schools of Tennessee not later than February 1, 1952, and not later than February 1 of any subsequent year when listings are made or there are changes to be reported. Said list shall contain the title of the textbooks listed for adoption, the name of the publishers and the prices at which said books are available, as provided in this Act.

The State Textbook Commission shall have authority to determine the policies and the conditions under which textbooks may be added to the list for adoption, as provided in this Act, at any regular meeting or at a date designated at a reg-

¹ Acts of Tennessee, 1951, ch. 180, and Tennessee Code Annotated, vol. 9, 1966 replacement sections 49-2001 through 49-2022.

ular meeting. The State Textbook Commission shall also have the authority to determine the policies and conditions under which any book may be removed from the list for meeting, if the Commission finds that such book contains subversive material or information, provided the publisher of such book has been given written notice by the Secretary of the Commission not less than thirty days prior to the meeting that removal of such book will be considered by the Commission.

The State Textbook Commission shall have authority to adopt minimum manufacturing standards and specifications for textbooks, and to make contracts with publishers for a period of not less than three years nor more than five years.

Section 7 provides for the selection and adoption of textbooks by local school system committees.

SECTION 7. *Be it further enacted*, That the county, city and special school district boards of education are hereby authorized and required to adopt textbooks to be used in the public schools of said counties, cities and special school districts from the list of textbooks listed for adoption by the State Textbook Commission, said adoption to be for a period of not less than three years, and not more than five years, in accordance with State contracts, provided that cities and special school districts may adopt the same textbooks that are used in the county in which said city or special school district is located; and provided, further, that all cities or special school districts having a total population of less than 5,000 are hereby required to make their adoption as part of and in cooperation with the county unit in which said city or special school district is located; and provided, further, that county, city and special school district boards of education shall make their adoption upon recommendations of committees, these committees to be set up by subject matter fields and composed of three or five teachers, or supervisors and teachers, the number depending upon the relative size of the local school system.

These Committees shall be composed of teachers and supervisors who are now teaching or supervising the respective subjects and shall be by grade or groups of grades arranged so that a committee may consider an entire series of books if it should so desire, provided in all cases, the teachers appointed on the Committees herein provided for shall hold permanent professional certificates and shall have had three or more years of experience as teachers or supervisors in the public schools.

The members of the Committee authorized in this paragraph shall serve for one fiscal year; provided that the members of the first Committees appointed under the provisions of this Act shall serve until June 30, 1952; provided further that all members appointed on such Committees shall subscribe to the oath as set out in Section 3 of this Act.

The oath shall be administered by the County Judge or by the Chairman of the County Court, or by some authorized official empowered to administer an oath. The superintendent of schools in the county, city, or special school district, adopting textbooks under the provisions of this Act, shall serve as ex-officio member of all Committees, and shall record a list of all books adopted and immediately at the completion of the adoption forward a copy of such recorded adoption to the State Commissioner of Education.

Section 13 establishes authority for the distribution of all textbooks under contract.

SECTION 13. *Be it further enacted*, That the party or parties with whom the contract is made, or the agent of the party or parties, shall designate in each county in the State, in such towns and cities as the State Textbook Commission shall require, at least one merchant who will handle the books of the contractor, that the contractor or his agent will supply books to said dealer so that there will be at all times in the dealer's hands a sufficient stock or supply of books contracted for to meet all immediate demands in his vicinity, that he will ship the books contracted for to such merchants at the price named in the contract f.o.b. Nashville, and that he will require said merchant to contract to sell said books as such f.o.b. price plus the merchant's spread fixed by the Textbook Commission; that the contractor or his agent will ship directly to parties living in any county where no arrangements have been made for distribution at the contract price f.o.b. Nashville, provided the price of the book or books so ordered shall be paid in advance; that the contractor or his agent will sell directly the books covered by said contract to school authorities of any county, city, or special school district authorized to purchase the same at the price named in the contract, f.o.b. Nashville.

The State Textbook Commission shall have full authority to make regulations governing distribution of all textbooks under contract.

Library books are selected, assigned, and distributed by local school systems in accordance with Rules, Regulations and Minimum Standards set forth by the Tennessee State Board of Education.

"b. *Materials collection*"¹

(1) Books:

The Book collection shall consist of books selected to meet curriculum and recreational needs, and adapted to the reading ability and individual needs of the students. These books shall be selected from lists approved by the State Board of Education. The minimum number of books in any school library shall be 500, and there shall be provided sufficient books to average at least 6 per pupil."

The book lists approved by the State board of education are:

1. *Children's Catalog*. Tenth Edition. H. W. Wilson Company, 1961. Five Annual Supplements. \$12.00.
2. *Standard Catalog for High School Libraries*. Eighth Edition. H. W. Wilson Company, 1962. Five Annual Supplements. \$15.00.
3. *A Basic Book Collection for Elementary Grades*. Seventh Edition. American Library Association, 1960. \$2.00.
4. *A Basic Book Collection for Junior High Schools*. Third Edition. American Library Association, 1963. \$2.00.
5. *A Basic Book Collection for High Schools*. Seventh Edition. American Library Association, 1963. \$3.00.
6. Lists compiled and distributed by staff members of the State Department of Education, working in cooperation with the Area of Instructional Materials and Libraries.
7. Lists compiled by national and State educational organizations in special subject areas. Examples of these groups are: National Council of Teachers of English, National Council for the Social Studies, National Science Teachers Association and American Association for the Advancement of Science, National Council of Teachers of Mathematics, Music Educators National Conference, Department of Home Economics, and Association for Childhood Education International.
8. Books recommended in library periodicals such as *The Booklist*, *Library Journal*, *School Libraries*, *Horn Book*, and *Bulletin of the Center for Children's Books*.

The State of Tennessee has had a "free" textbook program for grades 1 to 12 in all subject areas for all students in operation since 1951. An amount in excess of \$4 million is spent annually under the State's minimum foundation school program for the acquisition of required school textbooks. No child in Tennessee may be required to purchase a textbook.

The State's minimum foundation program includes \$2 per child in average daily attendance for instructional materials. Library books and resources are purchased with these funds. Local school systems from local effort usually expend from \$2 to \$10 more per child than the State minimum.

Funds available as a result of Federal educational legislation for the acquisition of texts, library books, and other printed and published materials have given needed financial support to local schools. The quantity and variety of books and reference books of more current copyright date are now available to schoolchildren.

The timeliness of these acquisition programs is important. Historically, education has had to compensate for a textbook "lag." With recent expansions in the fund of knowledge and the changes in methodology in certain instructional fields, as well as other current changes,

¹ Tennessee State Board of Education, *Rules, Regulations, and Minimum Standards*, 1965-1967, page 54.

texts and library books will need supplements, revisions, or replacements. At best some "lag" will continue to exist.

Indications are that a need exists in Tennessee for continued support for books to be used by students and teachers.

1. ESEA title I, fiscal year 1966, projects submitted by local school systems state the types of objectives for educationally deprived children. The percent of projects so received in Tennessee are given:

- (a) 64 percent have reading objectives.
- (b) 60 percent have other academic objectives.
- (c) 30 percent have cultural objectives.

2. 100 percent of ESEA title II, fiscal year 1966, funds were used by local school systems for library resources.

3. NDEA title III, fiscal year 1966, projects—51.3 percent of the projects approved included acquisition of library resources.

4. Other indications of need for continued support:

- (a) Increasing student enrollment.
- (b) Increasing costs of texts and library books.
- (c) The need for more current revisions of text materials.
- (d) The need to provide disadvantaged children with an abundance of learning resources.

(The information referred to appears in the appendix.)

Mr. ELLER. Thank you, Mr. Chairman.

Mr. BURTON. By the way, do you happen to have this "Negro Heritage Library" title in your libraries?

Mr. ELLER. Copies are currently available. It is my understanding additional copies are not in print at this time.

Mr. BURTON. We have been interested in the people who put this together. They have a flattering picture of our chairman in this volume on page 62. There is also a photograph of the gentleman from California, Mr. Hawkins, with a President Lincoln bookend in the foreground. One would have thought it was posed, but it looks pretty good.

Mr. HAWKINS. That is a biased opinion.

Mr. BURTON. Any questions?

Mr. HAWKINS. No questions.

Mr. BURTON. Thank you. We are going to make the assumption that Tennessee is moving ahead in the area of providing excellent education for all its students in an integrated educational setting.

Mr. ELLER. Thank you, sir, you are very kind.

Mr. BURTON. How many of these newer materials that are multi-ethnic are on your adopted list?

Mr. ELLER. At the present time, I would have to say probably none.

As early as 1959 we had a few books listed. The National Publishing House, I believe, was the publisher that had some of these books. They were submitted for adoption. The copyright dates I think go back to 1949, or early 1950's. These books were not resubmitted by the publishers at a later date.

They were used and can still be used in the schools in our State, those I have mentioned.

Mr. BURTON. Do you intend to adopt the multiethnic books?

Mr. ELLER. The State textbook committee would list such books if they were submitted and meet the criteria for the listing of such books. Any adoption of the books could be paid for out of the tax funds.

Mr. BURTON. You have these titles available as approved books?

Mr. ELLER. Yes, sir.

Dr. MATTHEW. We have had quite a bit of testimony available in the last 2 weeks about published material. In fact, many of these materials are on the market already. It has been the thrust of these hearings that these books are intended for all schools in the country. The principle underlying their use, everyone seems to agree to.

I would think Tennessee being an active State would be in the vanguard of those getting these materials. I have worked there and am familiar with the activity in the office of the State department of education.

I don't know the situation since I left there. But are dual editions going into Tennessee? For example, "Dick and Jane" comes out in two editions. In one book the illustrations are colored. The other edition is all white. To your knowledge are both editions used in Tennessee?

Mr. ELLER. I can't say I know they are used. I can say that if the local school system chose to adopt either edition it would be within our present policies.

Dr. MATTHEW. The textbook committees might give some attention to this if they would.

Mr. ELLER. Thank you.

Mr. BURTON. Are you hoping the Elementary and Secondary education Act will be continued?

Mr. ELLER. In the State of Tennessee from January 15 until the end of the school year the local boards of education employed about 9,000 people under this program. I think there would be a lot of disappointed folks if it were not continued.

Mr. BURTON. Thank you very much, sir.

Mr. HAWKINS. Mr. Chairman, at this point in the record, may I ask Dr. Matthew whether or not invitations to appear were sent to representatives of any of the Pacific coast or west coast State boards of education?

Dr. MATTHEW. Yes; the State of California was invited to appear as well as the State of Michigan. Both of these States have issued statements with regard to the balanced treatment of all peoples in the textbooks used by the children in schools. We were eager to have representatives from California and Michigan. Both States indicated that they were busy at this time and, therefore, could not send a witness.

Mr. HAWKINS. May I have entered in the record at this point documentation I have received from the Los Angeles Unified School District in some correspondence which I have had with Dr. Crowder, the superintendent of education, of that district, together with certain exhibits?

I have culled through some of the exhibits and have only given you those that are not bulky. That would perhaps reduce the amount of material I am submitting, but I would like to have that added in the record at this point.

Mr. BURTON. Without objection, it will be so ordered—a letter to Congressman Hawkins and certain exhibits, all of which are made reference to at the end of the letter. Those will be inserted at this point.

(The documents Congressman Hawkins submitted follow:)

LOS ANGELES CITY BOARD OF EDUCATION,
Los Angeles, Calif., August 24, 1966.

HON. AUGUSTUS F. HAWKINS,
Congressman, Congress of the United States,
House of Representatives,
Washington, D.C.

DEAR GUS: In compliance with your request of August 22, 1966, the following statements have been prepared in the hope that they will be helpful to the subcommittee of the House Education and Labor Committee. As specifically requested in your letter, these statements relate to background, policy, and implementation.

BACKGROUND STATEMENT

The Los Angeles City School Districts have consistently and continuously made every effort to obtain and purchase textbooks that adequately reflect the lives and contributions of minority ethnic groups. This concern and these efforts have been reflected in the development of curriculum publications and in the purchase of audio-visual materials, library books, and textbooks. As you know, elementary school textbooks are purchased by the State of California and are distributed to the various school districts. However, the Los Angeles City Unified School District purchases additional textbooks for elementary schools in instances where there is need for supplementation. Secondary school basic textbooks are purchased by individual junior and senior high schools out of their budgeted allotments from a list of approved texts provided by the Division of Instructional Services. The funds allotted to the secondary schools for the purchase of books varies from year to year, dependent upon the budget allocation prescribed by the Los Angeles Board of Education.

POLICY STATEMENT

1. The general policy followed in the selection and purchase of educational materials perhaps is best stated in our publication, *Point of View*. (See Exhibit A. The item that reflects policy implementation has been checked for your ready reference.)

2. A specific one-page statement of criteria and policy has been prepared as an aid to teacher committees in their evaluation and selection of textbooks. This statement is entitled *Criteria for Screening Content of New Instructional Materials With Regard to Their Treatment of Cultural Minorities*. (See Exhibit B.)

IMPLEMENTATION STATEMENT

1. A selected list of books which relate to American ethnic groups has been prepared for use by secondary school librarians. This list was prepared to aid librarians and to encourage them to purchase library books which adequately and realistically depict the various ethnic groups. This list is entitled *A Selected List of Books on American Ethnic Groups for Secondary School Libraries*. (See Exhibit C.)

2. A selected list of books which relate to American ethnic groups has been prepared for use by elementary school librarians and school principals. This list also was prepared to aid librarians and principals and to encourage them to purchase library books which adequately and realistically depict the various ethnic groups. Specifically, you will note that this bibliography is organized under the following headings:

- The History, Contributions and Values of American Minority Ethnic Groups.
- People of Achievement.
- Ethnic Enrichment of America's Culture.
- Daily Observations.
- Fiction.

This list is entitled *Recommended Books on American Cultural Minority Groups, September, 1965*. (See Exhibit D.)

3. In addition to the bibliographies that have been prepared and utilized, it also should be noted that in November, 1963, the Los Angeles City School Districts felt that it was imperative that the need to purchase books depicting minority groups be recognized and emphasized. Accordingly, a special form was submitted

to the various high schools. This form is entitled *Special Purchase List of Books on Minority Groups for Secondary School Libraries, December 13, 1963.* (See Exhibit E.)

4. All textbooks used in the Los Angeles City School Districts have been evaluated by committees comprised of teachers, supervisors, and administrators. To aid and guide the committees, criteria have been established for such evaluation. This guide is entitled *Criteria for Evaluating Textbooks.* (See Exhibit F.)

5. A continuous effort is made to inform publishers regarding the specific needs in textbook content and format. Each year, an announcement is sent to the various textbook publishers inviting them to submit copies of new titles which, in their judgment, meet these specifications. This communication is in the form of a letter, together with book specifications. (For illustrations, see page 3, English, and pages 18 and 19, Social Studies. See Exhibit G.)

6. In addition to these regular and routine communications with textbook publishers, a special meeting was held in Los Angeles in November, 1965, at which the Los Angeles City School Districts indicated textbook needs. This meeting was initiated under the leadership of the Joint Conference of the Research Council and American Textbook Publishers Institute. The report presented by the Los Angeles City School Districts is entitled *Curriculum Trends and Textbook Needs.* (See Exhibit H.)

7. In instances where suitable commercial materials have not been available, Curriculum Branch personnel have written and the Los Angeles City School Districts have published booklets for use in teaching the democratic philosophy and understanding of the contributions and the cultures of the many ethnic groups. Examples:

Americans, Then and Now
Californians, Then and Now
Angelenos, Then and Now

(See Exhibit I.)

8. Another area of real need that has not been met by textbooks currently available relates to the teaching of values. Implied in the term "values" is recognition of the importance of developing better human relationships. The publication *The Teaching of Values* has been provided to teachers to aid them in presenting these concepts. (See Exhibit J. Refer to pages listed on insert.)

9. As indicated previously, a budget is allocated to each elementary and secondary school to enable them to purchase library books from an approved bibliography. In addition, limited funds have been allocated to the central library section. This money is used to purchase books that are regarded as essential. The exhibits have been prepared to indicate the specific titles of books purchased that depict the lives, cultures, and contributions of various ethnic groups. These books will be distributed during the school year 1966-67. (See Exhibit K: *Specific Titles Purchased by the Central Library Section to Be Distributed to the Various Elementary School Libraries for the School Year 1966-67*; Exhibit L: *Specific Titles Purchased by the Various Secondary Schools During the School Year 1965-66.*)

10. During a joint meeting of the Great Cities Committee on Instructional Materials and of the Liaison Committee of the American Textbook Publishers Institute, publisher representatives requested a list of suggested instructional materials, enumerated by topic and grade level, to meet the needs of youth residing in large urban centers.

Dr. Everett Chaffee, Associate Superintendent, Division of Instructional Services, Los Angeles Unified School District, provided the leadership in organizing and directing the efforts of the participants in this project. The completed pamphlet has been used as a guideline in the development and evaluation of textbook content by school districts throughout the nation and by the various publishing companies. This pamphlet is entitled *Instructional Materials to Meet the Needs of Urban Youth.* (See Exhibit M.)

There has been increasing effort by publishers to develop materials that realistically portray both the contributions and problems of the various ethnic groups. The interest and cooperation of publishers have been expressed in their meetings and conferences with personnel of the Division of Instructional Services. There has been a dearth of material that relates to specific geographic areas such as Los Angeles. We believe that it is very important to have materials

that are reflective of our local problems and areas of concern. As previously stated, in such instances, we have endeavored to produce our own materials.

Sincerely yours,

JACK,
Superintendent of Schools.

EXHIBIT A

CRITERIA FOR SCREENING CONTENT OF NEW INSTRUCTIONAL MATERIALS WITH REGARD TO THEIR TREATMENT OF CULTURAL MINORITIES

(Los Angeles City Schools)

POLICY STATEMENT

The Los Angeles City Schools seek to develop in each individual the desire to "learn to live and work harmoniously with others." *Point of View* states that the individual who is accomplishing this purpose acts, in accordance with his age, ability, and experience, in such a way that he "respects individual character and achievement, regardless of race, religion, national background, and socio-economic status" and "recognizes that people have the right to be different and to have that right respected."

The Los Angeles City Schools conform with the provisions of Section 8452 of the *California Education Code*, which states:

"No textbook, chart, or other means of instruction adopted by the State, county, city, or city and county boards of education for use in the public schools shall contain any matter reflecting upon citizens of the United States because of their race, color, or creed."

CRITERIA

The staff of the Los Angeles City Schools will continue to select books and other instructional material appropriate to the maturity of pupils and in accordance with established criteria:

1. Does the content help to develop understanding, respect, and appreciation for the dignity and worth of all people?
2. Does the content reflect the fact that American society is the product of the interaction and contributions of many groups—racial, ethnic, religious, and social?
3. Does the treatment of historical and contemporary material accurately present the participation of minority groups in American life?
4. Does the content include graphic and verbal illustrations that reflect the many different groups that make up American society?
5. Does the treatment of content avoid stereotyped concepts of race, religion, national origin, ancestry, or socio-economic status?
6. Does the content refrain from implications which are derisive or degrading to any of the groups which make up American society?
7. Is the treatment of content consistent with the findings of recent and authoritative research concerning the minority groups in our culture?
8. Do unresolved intercultural problems in the United States, including those which involve prejudice and discrimination, receive candid treatment, or are they rationalized, distorted, or ignored?

EXHIBIT B

LOS ANGELES CITY SCHOOLS
Division of Instructional Services
Curriculum Branch

CRITERIA FOR EVALUATING TEXTBOOKS

Author _____ Title _____		First Edition _____	
Publisher _____ Copyright Date _____		Revised Edition _____	
Course Title _____ Ability Group _____		H	Sup
		Av	Sl
		Li	EM
NOTE: Answer each criterion that applies to the material being evaluated by check in appropriate column.		Satisfactory	Unsatisfactory
		Does not apply	
A. How well does the textbook meet the specifications described in the letter to the publisher in terms of its instructional merit?			
1. How well does the textbook implement the objectives and content of the course?			
2. How suitable is the content for the specified grade level and ability group?			
3. How adequately is the material organized for effective learning?			
4. How accurate and up-to-date is the material?			
5. How well qualified in the field is the authorship?			
6. How clear and well written is the textbook for the grade and ability level intended?			
7. How well do the illustrations enrich the content and contribute to learning?			
8. How helpful and stimulating are the study aids such as self-tests, summaries, reviews, and suggested activities?			
9. How adequate and practical are such instructional aids as bibliographies, appendices, indices, and glossaries?			
EVALUATION			

Author	Title	S	U	D.N.A.
D. How well does the textbook meet official policy in terms of American ideals and treatment of minorities?				
<u>Part One</u>				
1. How well does the content of the material promote the ideals of American democracy?				
2. How adequately does the material portray the positive achievements of American history as well as the public problems?				
3. How well does the book emphasize responsibilities as well as rights of American citizens?				
4. How consistent is the material with the basic policy of the Los Angeles City Schools to make an objective study of current affairs?				
5. How fair and objective is the treatment of interpretations of public problems on which there are differences of opinion?				
6. How well does the material set down the historical facts of public decisions without advocating particular conclusions as permanent solutions of problems still confronting the public?				
7. How well does the material avoid biased or discriminatory language?				
<u>Part Two</u>				
1. How adequately does the content help to develop understanding and respect for the dignity and worth of all people?				
2. How adequately does the content reflect the fact that American society is the product of the interaction and the contributions of many groups - racial, ethnic, religious, and social?				
3. How adequately do the graphic and verbal illustrations reflect the many different groups that make up American society?				
4. How accurately does the treatment of historical and contemporary material present the participation of minority groups in American life?				
5. How well does the treatment of content avoid stereotyped concepts of race, religion, national origin, ancestry, or socio-economic status?				
6. How fair and objective is the treatment of unsolved intercultural problems in the United States, including those which involve prejudice and discrimination?				
7. How consistent is the treatment of content with the findings of recent and authoritative research concerning the minority groups in our culture?				
8. How well does the content refrain from implications which are derisive or degrading to any of the groups which make up American society?				
EVALUATION				

RECOMMENDATION

Do you recommend this material for adoption? Yes _____
 No _____

If answer is Yes, do you recommend adoption
 of this material as: Basic _____
 Supplementary _____

Additional Remarks: _____

 Signature of Examiner

 Date

 School

EXHIBIT C

SPECIFIC TITLES PURCHASED BY THE CENTRAL LIBRARY SECTION TO BE DISTRIBUTED
 TO THE VARIOUS ELEMENTARY SCHOOL LIBRARIES FOR THE SCHOOL YEAR 1966-67

<i>Author and title</i>	<i>Author and title</i>
Arora, S. : What Then, Raman	Bleeker, S. :
Aulaire, I. : Pocahontas	Apache Indians
Ayer, J. : Nu Dang and His Kite	Eskimo
Baker, N. :	Inca
Amerigo Vespucci	Maya
He Wouldn't Be King	Sea Hunters
Juan Ponce De Leon	Tuareg
Juarez Hero of Mexico	Bro, M. : Su Meis Golden Year
Barr, J. : Mr. Zip and the U.S. Mail	Brooks, G. : Bronzeville Boys and Girls
Batchelor, J. : Cap for Mul Chand	Buell, H. : Young Japan
Bauer, H. :	Buff, M. :
California Indian Days	Dancing Cloud
Hawaii, The Aloha State	Hah Nee
Beals, F. : Chief Black Hawk	Peters Pinto
Behn, H. : Two Uncles of Pablo	Bulla, C. :
Beim, L. : Two Is a Team	Johnny Hong of Chinatown
Belting, N. : Verity Mullens and the Indian	Squanto
Benchley, N. : Red Fox and His Canoe	Butler, E. : Alaska
Bishop, C. : Five Chinese Brothers	Cavanna, B. : Lucho of Peru
	Chrisman, A. : Shen of the Sea

Author and title

Clark, A. :
 Blue Canyon Horse
 In My Mothers House
 Little Indian Basket Maker
 Little Indian Pottery Maker
 Little Navaho Bluebird
 Looking for Something
 Secret of the Andes
 Tia Marias Garden
 Clark, M. : Poppy Seed Cakes
 Coatsworth, E. : Wishing Pear
 De Angeli, M. : Bright April
 De Jong, M. : House of Sixty Fathers
 Deming, T. :
 Indians in Winter Camp
 Little Eagle
 Desmond, A. :
 Jorges Journey
 Lucky Llama
 Dines, G. : Useful Dragon of Sam Ling
 Toy
 Du Soe, R. : Three Without Fear
 Epstein, S. : George Washington Carver
 Ets, M. :
 Gilberto and the Wind
 Mr. T. W. Anthony Woo
 Nine Days to Christmas
 Faulkner, G. : Melindys Medal
 Felt, S. : Rosa-Too-Little
 Fern, E. : Pepitos Story
 Fisher, Aileen : Lantern in the Window
 Fisher, Anne : Stories Calif Indians
 Told
 Flora, J. : Fabulous Firework Family
 Flory, J. : One Hundred and Eight Bells
 Franck, F. : My Friend in Africa
 Friskey, M. : Indian Two Feet and His
 Horse
 Garthwaite, M. : Mario
 Glubok, S. : Art of the North American
 Indian
 Goetz, D. :
 Arctic Tundra
 Neighbors to the South
 Gomez, B. : Getting to Know Mexico
 Gramatky, H. : Bolivar
 Gray, E. : Cheerful Heart
 Hall, H. : Golden Tombo
 Hayes, F. : Boy in the 49th Seat
 Hoff, S. : Little Chief
 Hughes, L. :
 Famous American Negroes
 Famous Negro Heroes of America
 Pict Hist of Negro in Amer
 Hunt, M. : Stars for Cristy
 Israel, M. :
 Apaches
 Dakotas
 Jakeman, A. : Getting to Know Japan
 James, H. :
 Day in Oraibi
 Hopi Indian Butterfly Dance
 Judson, C. :
 Green Ginger Jar
 Lost Violin

Author and title

Keats, E. :
 Snowy Day
 Whistle for Willie
 Lattimore, E. :
 Little Pear
 Little Pear and the Rabbits
 Lenski, L. : San Francisco Boy
 Lewiton, M. : Canditas Choice
 Liang, Y. :
 Pot Bank
 Tommy and Dee Dee
 Lifton, B. : Kap the Kappa
 Littlefield, W. : Whiskers of Ho Ho
 Martin, P. :
 Greedy One
 No No Rosina
 Rice Bowl Pet
 Marx, R. : About Mexicos Children
 Meadowcroft, E. :
 By Secret Railway
 On Indian Trails
 Means, F. : Carvers George
 Merrill, J. : Superlative Horse
 Mirsky, R. :
 Nomusa and the New Magic
 Thirty One Brothers and Sisters
 Oakes, V. : Willy Wong American
 Odell, S. : Island of the Blue Dolphins
 Petersham, M. : Rooster Crows
 Petry, A. : Harriet Tubman
 Politi, L. :
 Boat for Peppe
 Bunker Hill
 Butterflies Come
 Juanita
 Little Leo
 Mission Bell
 Moy Moy
 Pedro
 Rosa
 Song of the Swallows
 Rankin, L. : Daughter of the Mountains
 Ritchie, B. : Ramon Makes a Trade
 Robinson, B. : Citizen Pablo
 Rowland, F. : Pasquala of Santa Ynez
 Mission
 Rubicam, H. : Men at Work in Hawaii
 Schloat, G. :
 Duee, A Boy of Liberia
 Junichi, A Boy of Japan
 Kwaku, A Boy of Ghana
 Schweitzer, B. : Amigo
 Seibert, J. : Sacajawea
 Seymour, F. : Sacagawea Bird Girl
 Sheldon, W. : Key to Tokyo
 Shotwell, L. : Roosevelt Grady
 Showers, P. : Look at Your Eyes
 Sterne, E. : Blook Brothers
 Stilwell, A. : Chin Ling
 Sucksdorff, A. : Chendru
 Sutherland, E. : Playtime in Africa
 Tarshis, E. : Village That Learned To
 Read

- | <i>Author and title</i> | <i>Author and title</i> |
|-------------------------------------|---|
| Taylor, S.: | Yates, E.: Amos Fortune. |
| All-of-a-Kind Family | Bradley, D.: Meeting with a Stranger. |
| More All-of-a-Kind Family | Buckley, P.: Okolo of Nigeria. |
| Thomas, M.: Burros Moneybag | Corson, H.: Peter the Rocket Sitter. |
| Todd, R.: Tans Fish | Darbois, D.: Lakhmi Girl of India. |
| Treffinger, C.: Li Lun | Edmonds, I.: Ooka the Wise Tales of Old Japan. |
| Tunis, E.: Indians | Godden, R.: Miss Happiness and Miss Flower. |
| Uchida, Y.: | Klessler, L.: Here Comes the Strikeout. |
| Magic Listening Cap | Matsui, T.: Oniroku and the Carpenter. |
| Mik and the Prowler | Stevenson, J.: Marian Anderson. |
| Promised Year | Hanna: In the Americas. |
| Takao and Grandfathers Sword | Wright: Urban Education Studies. |
| Unwin, N.: Poquito | Preston: |
| Von Hagen, V.: | Communities at Work. |
| Maya | In School and Out. |
| Sun Kingdom of the Aztecs | A New Hometown. |
| Weilerstein, S.: Ten and a Kid | Hanna: Beyond the Americas. |
| Weiss, E.: Truly Elizabeth | Lawrence: Negro American Heritage. |
| Wiese, K.: Fish in the Air | Robinson: New Basic Readers. |
| Williamson, S.: No-Bark Dog | Bank St. College of Education: Bank Street Readers. |
| Wojciechowska, M.: Shadow of a Bull | Brown: Skyline Series. |
| Wyatt, E.: Cochise. | City Schools Reading Program: Detroit City Schools Reading Program. |
| Yamaguchi, T.: Golden Crane. | |
| Yashima, M.: Plenty to Watch. | |
| Yashima, T.: | |
| Crow Boy. | |
| Umbrella. | |
| Youngest One. | |

EXHIBIT D

SPECIFIC TITLES PURCHASED BY THE VARIOUS SECONDARY SCHOOLS DURING THE
SCHOOL YEAR 1965-66

Author and title

- Meier, A.: Negro Thought in America.
 Year: Pictorial History of the American Negro.
 Meltzer, M.: In Their Own Words; History of American Negro.
 Muse, B.: Ten Years of Prelude; Story of Integration Since the Supreme Court's 1954 Decision.
 Petry, A.: Tituba of Salem Village.
 Robinson, J.: Baseball Has Done It.
 Rollins, C.: They Showed the Way.
 Silver, J.: Mississippi; Closed Society.
 Roth, H.: Call It Sleep.
 Straight, M.: Very Small Remnant.
 Terzian, J.: Jimmy Brown Story.
 Young, W.: To Be Equal.
 Graham, L.: North Town.
 Hughes, L.: New Negro Poets.
 Neville, E.: Berries Goodman.
 Rollins, C.: Famous American Negro Poets.
 Speevack, Y.: Spider Plant.
 Thompson, E.: White on Black; Views of Twenty-Two White Americans on the Negro.
 Colman, H.: Classmates by Request.
 Ellison, R.: Shadow and Act.
 Hentoff, N.: New Equality.
 Humphrey, H.: Integration vs. Segregation.
 Isaacs, H.: New World of Negro Americans.
 Kroeber, T.: Ishi, Last of His Tribe.
 McCarthy, A.: Worth Fighting For.
 Marden, C.: Minorities in American Society.
 Brink, W.: Negro Revolution in America.
 Booker, S.: Black Man's America.

Kayira, L.: I Will Try.
 Baldwin, J.: Notes of a Native Son.
 Bickel, A.: Least Dangerous Branch: Supreme Court at the Bar of Politics.
 Blair, L.: Southern Prophecy.
 Contemps, A.: Famous Negro Athletes.
 Cavanna, B.: Jenny Kimura.
 Patterson, L.: Frederick Douglass, Freedom Fighter.
 Clayton, E.: Martin Luther King: Peaceful Warrior.
 Stevenson, J.: Marian Anderson: Singing for the World.
 Bennett, L.: What Manner of Man: A Biography of Martin Luther King, Jr.
 Bennett, K.: Kaibah.
 Cultural Exchange Center: Prints by American Negro Artists.
 Newman, E.: Civil Liberty and Civil Rights.
 Pitter, E.: Our Oriental Americans.

Mr. BURTON. Mr. Sackett.

**STATEMENT OF ROSS SACKETT, EXECUTIVE VICE PRESIDENT,
 HOLT, RINEHART & WINSTON, INC.**

Mr. SACKETT. Mr. Chairman, my name is Ross D. Sackett, and I am executive vice president and director of Holt, Rinehart & Winston, Inc. We are publishers of textbooks and other learning materials for elementary schools, high schools, and colleges, and are celebrating our 100th anniversary this year.

Our position can be stated very simply: We desire to produce the very best, and most successful, educational materials that our talents and resources will allow. A realistic and fair representation of minority groups is an important and natural part of this policy. In addition, we have specifically directed a large portion of our new products toward motivation of the disadvantaged person, so typically urban and a member of a minority group.

Many people work with us in implementing our publishing policies and achieving our goals. The challenge occasioned by the opportunity to present American life in more realistic and enlightened terms has caused us to seek the aid of a variety of people particularly sensitive and interested in more appropriate schoolbooks.

Some of these people are Mrs. Hortense Jones, of the more effective schools program; Dr. Edward Brice, assistant to the Assistant Secretary for Education, U.S. Office of Education; Dr. William Brazziell, director of adult services, Virginia State College; Mrs. Gladys Alesi, teacher of disadvantaged in New York City Labor Department; Dr. Mozelle Hill, professor of educational sociology, New York University; Dr. Fannie Shaftel, associate professor of elementary education, Stanford University; and Dr. Aurelia Toye, director of research, New York City Labor Department.

The Holt urban social studies program rather graphically illustrates our belief that the rectification of the adverse treatment of minority groups is at least initially done best by showing a true picture of our society today.

"William, Andy, and Ramon" and "Five Friends at School," the two books published to date in this series picture city life as children really live it. Dramatic photographs capture the interaction between individuals and groups in an actual multicultural, multiracial community.

The people and events portrayed in the books emphasize desirable social goals—but in meaningful and realistic terms. Students and

teachers alike are able to identify with the positive elements in their environment. We have been quite encouraged by the widespread interest evidenced in these books and the attention they have received in the press.

Of special note relative to the needs of minority groups in the Holt basic adult education program, a series of books specifically designed to aid disadvantaged citizens, many of whom are functionally illiterate. Such books as "Get Your Money's Worth," "How To Get Along on the Job, Measure, Cut and Sew" (rudiments of making clothes), "Learning To Read and Write," and "Impressions of the United States" are designed fundamentally to help people to help themselves.

Parenthetically, this series of books was begun in 1961 and was a first chance for many of our editorial people to work with authors toward attacking the disproportion of opportunity in many parts of our country.

The sounds and patterns of language is a new program not utilizing books at all in which six large posters depicting a variety of scenes are used with over 100 magnetized multiethnic cutout characters. This experimental program has been developed with the cooperation of interested professional educators in the New York City schools.

Integrated materials in elementary language arts accounted for a large measure of our sales in the first 6 months of 1966 from Federal school fund orders.

Our college department has a long record of publishing pioneering texts in the field of education treating minority groups.

Holt, Rinehart & Winston does not publish any multiple editions of any series or any book in which different treatment is given to minority groups. Our position referred to earlier makes it impossible for us to offer one customer an "all white" book, and then to sprinkle this same book with illustrations of members of a minority group to satisfy another customer.

On a continuing basis, the varying needs of school personnel with respect to the treatment of minority groups can be met only by a free flow of ideas between teachers, administrators, teacher-training institutions personnel, publishers such as ourselves, and other interested parties. Again, I would refer you to our urban studies program as an example of the kind of product that results from such a creative interchange of ideas.

Our experience with the book selection policies of educational authorities has shown us that, in the great majority of adoptions, the selection of materials is based on the quality of our materials and their suitability for use in the particular curriculum and classroom situation. We are not aware of having lost any adoptions because of our use of integrated materials.

As mentioned earlier, we publish no "dual" editions, and our integrated materials have been purchased in all 50 States. In fact, the first three major adoptions of our integrated *Sounds of Language* readers come from Texas, Louisiana, and South Carolina.

Our experience has been that an honest, properly representative treatment of minority groups is not only an important service to education but sound business practice as well. Parenthetically, there is a danger that there may develop an excess of zeal on the part of some textbook adopting authorities in that relative attention to integration becomes a sole criteria for adoption.

That prices for textbooks and associated supplementary teaching materials have risen in the years since the passage of the National Defense Education Act is a fact not to be disputed. To deduce, however, that there is a cause and effect relationship is erroneous. The product sold today is materially different from that sold at the time of enactment of that legislation.

Changes in content, format, use of color, coupled with significant increases in all costs have created the pressures manifested in higher prices. There is no indication that these same pressures lessened in any way last year so far this year.

Future needs for increased expenditures for textbooks are eloquently expressed by the educators and their professional societies. Comparison studies by School Management magazine showed that expenditures per pupil for text materials vary widely over the country. Hopefully, the money spent as a result of the passage of the Elementary and Secondary Education Act may help to alleviate the imbalance in such figures.

Thank you, and I would be pleased to answer any questions you have and I have some of these books if you would like them as exhibits.

Mr. BURTON. Do you feel that the presentation of this multiethnic material to a State textbook commission in any way prejudices the possibility that your other titles will be given any consideration?

Mr. SACKETT. We have had no such experience whatsoever. Several years ago we were curious as to whether this might happen. It has not at all.

Mr. BURTON. In listening to a few of our witnesses I have been left with the impression that in some States publishers have not, in effect, tried to sell this material to these State educational agencies. It is too late to pursue it because they have left.

I may or may not be right in this impression, but that is the one that has been left with me.

Mr. SACKETT. Is that a question for me?

Mr. BURTON. Do you have a reaction to that?

Mr. SACKETT. Our integrated programs in languages have been submitted for adoption and have been accepted in States where we might have some disadvantaged. The social studies program is so new it has not been submitted to any States and it should be added it is rather urban in nature. This could disqualify it in some instances.

Mr. BURTON. Do you intend to promote these new materials and make an effort to sell them to all of the States?

Mr. SACKETT. Very definitely, yes.

Dr. MATTHEW. This new series that you refer to is a very interesting series. However, as you said, it has not yet been launched so it is hard to tell how it will be received.

I wonder what you plan to do about social studies for the junior and senior high school level. We have had several statements in the hearing here about the distorted view of history students get.

Mr. SACKETT. We have not been a large publisher of junior and high school social studies books. Our activities have been directed toward building the philosophy indicated in my testimony. The indication to date has been that we have not had many books of that nature with any success.

Dr. MATTHEW. Is there any need for that kind of correction of distorted ideas in materials that children read at the elementary school level?

Mr. SACKETT. We believe there is.

Dr. MATTHEW. Is your company planning to do any other publications in that area?

Mr. SACKETT. Very definitely.

Dr. MATTHEW. In the books you have, one finds urban experiences, sort of the every-day kind of experiences youngsters have and, of course, these are necessary in order for them to identify and to get some basic concepts. However, we have had testimony about the importance of children getting some feeling for their heritage and understanding it. This goes a little beyond the street corner, the home, and the local community kind of thing. That is why I asked if you were considering some substantive material of this other sort?

Mr. SACKETT. Very definitely. I would be happy to submit a list of those projects we have underway.

Dr. MATTHEW. That would be most helpful.

Mr. BURTON. I assume you will leave some, if not all those exhibits with us? ("William, Andy, and Ramon" (1966), "Five Friends at School" (1966).)¹

Mr. SACKETT. Yes.

Dr. MATTHEW. We will greatly appreciate your doing so.

Mr. BURTON. Mrs. Sterling?

STATEMENT OF MRS. DOROTHY STERLING, AUTHOR OF CHILDREN'S BOOKS

Mr. BURTON. We are pleased to welcome you.

Mrs. STERLING. It is an honor to be here today. I have a statement.

As a writer of half a dozen children's books on Negro history and life, I am convinced that Negroes in America are being as badly hurt by a "truth gap" as they are by a "job gap" or "housing gap." In the past decade I have observed this "truth gap" repeatedly in my visits to schools as a "guest discussion leader."

A characteristic encounter occurred following publication of my book, "Forever Free, The Story of the Emancipation Proclamation" when a panel of boys and girls interviewed me on a radio program.

In the course of our discussion they informed me:

(1) that Negroes were the only people in history to gain their freedom without any effort on their own part,

(2) that U.S. slaves had been well treated and happy, and

(3) that the Reconstruction period following the Civil War was a "tragic era" of Negro misrule during which rapacious scalawags and carpetbaggers despoiled the South.

These were white boys and girls from a large New York City high school. They had been chosen to speak on the panel because they were the best history students in their class. They knew nothing of the 200,000 Negro soldiers and sailors who had fought for the Union during the Civil War. They had never heard of slave revolts or of the thousands of men and women who committed suicide rather than accept bondage.

Their distorted picture of the Reconstruction era included nothing of the many solid achievements of the Reconstruction governments or

¹ "Living as Neighbors (1966)" is third book in this series. Authors are Peter Buckley and Hortense Jones.

of the hundreds of able Negroes who served as State legislators, U.S. Congressmen and Senators.

Although I was disappointed in these young "history" students I was not surprised. I had seen the textbooks that my own children brought home from a suburban New York school. I recall two illustrations in particular from a social studies text.

One showed slave children frolicking in the cottonfields. The other was a picture of a "slave cabin"—a clapboard bungalow covered with roses which closely resembled a cottage in a modern housing development.

Ignorance about the role of the Negro in American history is not limited to white children. I have spoken in schools in Harlem and the Bedford-Stuyvesant area of Brooklyn, as well as to NAACP adult groups, and have found, far too frequently, the same lack of knowledge.

Only last year a graduate of a Negro college in the South, now studying for his Ph. D. in New York, talked to me glibly of carpet-baggers and scalawags but did not know that two Negroes, Hiram Revels and Blanche K. Bruce, had represented Mississippi in the U.S. Senate during Reconstruction.

Obviously, much of this ignorance can be traced to the American history taught in our schools which systematically suppresses and distorts the truth, whether by intent or default. Several studies have recently been made on the treatment of Negroes in history textbooks.

The best that I have seen is "The Negro in American History Textbooks," prepared by a panel of historians from the University of California, and published by the California State Department of Education. They found that the Negro was virtually omitted from the books they examined and that the texts "reflected views on racial and sectional themes that have been rejected or drastically modified by the best of current historical scholarship."

But I can speak only of my own experience as a writer. My books are what are known as "race books," bought by schools for supplementary reading rather than as classroom tests. All but one have been published by Doubleday & Co.

I first became interested in Negro history when I was looking for a dramatic subject for a book for girls and found it in Harriet Tubman, leader of the underground railroad. My biography of her, "Freedom Train," was published in 1954. It had a modest acceptance then and has been selling better in recent years.

Another book, "Captain of the Planter, the Story of Robert Smalls," was a more ambitious undertaking. It required over a year of original research because, remarkably, there were no full-length biographies of Smalls to draw on. Smalls was a slave who stole a Confederate gunboat and sailed it past the guns of Fort Sumpter to turn it over to the Union fleet.

Hailed as a war hero—with his photograph in Harpers Weekly—he was awarded prize money and freedom by a special act of Congress. Until the war's end he fought for the Union as captain of the *Planter*, the ship he had liberated. After the war he became a leader of the Republican Party in South Carolina and was sent to Congress five times. In the post-Reconstruction years he fought a losing battle for Negro rights. His last elective office was as a delegate to the South Carolina constitutional convention in 1895 which disfranchised the Negroes of the State.

Smalls' life, which spanned slavery, the Civil War, Reconstruction, and the period that Rayford W. Logan has called the Nadir is a challenge to the white supremacist of American history. His career after the Civil War embodies the whole sordid story of Negro disfranchisement and segregation.

Moreover, he is a genuine hero figure, who should appeal to children. Yet I have never seen a line about Robert Smalls in a school history text. My biography of him was published in 1958 when the South was busy saying "Never!" to the Supreme Court, and northern schools weren't concerned with Negroes, either.

Although reviewers seemed to find it well written and researched, only 11,255 copies of it have been sold in 8½ years. In the first 6 months of 1966, when the Education Act provided funds for school libraries, it sold 926 copies. During the same 6 months, a book I wrote on mosses, ferns, and mushrooms sold more than 3,000 copies. Can we permit our children to grow up knowing more about mushrooms than they do about their fellow Americans?

Moved by newspaper accounts of the Negro children who were braving mobs to enter integrated schools, I wrote a book called "Tender Warriors," based on interviews with a number of these courageous youngsters and illustrated with fine photographs by Myron Ehrenberg. It was published in 1958 by Hill & Wang and was, I believe, the first book on school integration.

Even today any Negro, adult or younger, could find in this book added reasons for conscious and purposeful pride in his group. I say "could," because the book was a commercial failure and has been out of print for some time. I would guess that very few copies ever reached school or public libraries.

My next book was "Mary Jane," a fictional account of a Negro girl's first year in an integrated school. Doubleday published this in 1959, with twinges of trepidation. One of their salesmen told me at the time that he would not dare to enter a bookstore in Chicago with a book that had a picture of a Negro on its jacket.

I don't know if any Chicago stores are displaying it now, but "Mary Jane" has been selling well in recent years. Total hard-cover sales now amount to 32,737 copies, with 3,752 copies sold since January 1, 1966. In addition, it has been brought out as a paperback which is marketed through schools by Scholastic Book Services, and there have been six foreign editions.

My most recent books on Negro history are "Forever Free, the Story of the Emancipation Proclamation," and "Lift Every Voice," the lives of W. E. B. DuBois, Mary Church Terrell, Booker T. Washington, James Weldon Johnson. Published in 1963, "Forever Free" has sold 22,112 copies. "Lift Every Voice" has sold 12,079 copies since its publication in the fall of 1965.

I have been lucky. I found publishers who were willing to take a chance with me back in the 1950's when books about Negroes were not in fashion. Other writers were less fortunate. Today, however, when we are in the midst of a civil rights revolution, it is difficult to understand why so few books about minority groups are appearing.

A recent issue of Publishers' Weekly lists the children's books to be published this fall. From their descriptions, only two or three are about Negroes or Puerto Ricans.

Are writers and publishers at fault? Yes—and so are school administrators, history teachers, librarians, book reviewers—even Congressmen. The whole Nation is at fault for proclaiming the doctrine of white supremacy and practicing racism for three centuries, and then attempting to undo the damage with token integration in schools, jobs, and public places.

I am pleased at the praise that "Mary Jane" has been receiving. But until more and better books in the same category are published it will remain, like a handful of others, a token book. There are hardly enough titles to fill a 5-foot shelf when what we need is a 50-foot shelf.

How can we bring the truth about Negro history and life to our children? We must tell it like it was and like it is, without sugar coating. The facts are available. Historians like John Hope Franklin, Benjamin Quarles, Rayford Logan, C. Vann Woodward, Kenneth Stampp, and others, have supplied us with some and there is more, a great deal more to be uncovered.

I would like to see Federal funds for research in Negro history. For 50 years the Association for the Study of Negro Life & History has struggled along, sometimes with barely enough money to pay postage. They should be helped. So should libraries like the Schomburg collection in New York and the libraries at Howard and Fisk Universities which are rich depositories of information about the Negro past.

There should be a crash program to revise school textbooks so that they conform with the best modern historiography. As a taxpayer I object to Federal money being spent for books which perpetuate out-moded racist doctrines. And there should be a crash program to reeducate teachers and school librarians.

We have special teacher-training courses and summer institutes in the "new math" and "new science." Why not in the "new history"—which isn't new at all, but which comes much closer to being true history?

In my own field I would hope to see writers and publishers with a greater concern about books that tell children about Negroes, Puerto Ricans, Mexican-Americans. A newly formed Council for Interracial Books plans to offer awards for books about minorities and to set up workshops for young writers.

But the Authors Guild and the various publishers associations should be doing the same thing. There is some danger of turning out formula books—books written to order that lack literary quality. But it is a minor one. After all, not all the books published each season are deathless prose.

The great importance of the kind of books we are talking about is that they will be widely read, not only by Negroes, but by white children and adults as well. When the role of the black man in our history is better understood, white America will discover that it, too, has reason to be proud of the Negroes' partnership in our Nation.

Only then will we be able to resolve the contradiction that Thurgood Marshall once identified by saying that if America is a melting pot and the Negro hasn't melted, it's because he hasn't been allowed to get into the pot.

Since writing this statement I received a letter from a librarian in Brooklyn and, if I may, I would like to give you the gist of it. She says that a local poverty program in a ghetto area in which she works gave local boys and girls an assignment to bring in biographies of a famous Negro and Puerto Rican.

In the reference lists they were searching through, Puerto Ricans were not listed at all. She said they checked the biographies for Harriet Tubman and found she was not there. She goes on to say that they list, among other things, the names of prominent persons broken down by nationality and Puerto Ricans were not listed there.

She feels she works in a neighborhood of heavy Puerto Rican concentration where that omission not only hampers them but is downright discriminatory. The World Book Encyclopedia she consulted was copyrighted in 1964 and published by Field Enterprises. Although the biography of Harriet Tubman was not included there were 38 biographies of other Negroes.

Mr. BURTON. May I reflect my own personal bias and commend you very warmly for your excellent statement and for some of the useful and specific ideas and suggestions you have advanced.

As I understand it there are at least three specific steps that you suggest we should embark on at once: First, to use funds available under title IV for meaningful research in Negro history; second, to do all we can to encourage a crash program in terms of the development of what you describe as the "new history"; and, third, to do whatever we can to educate the schoolteachers and librarians.

This latter point is highly relevant because even if this material is available but teachers and librarians are unaware of it, then it is not likely to get down to the students.

I am really very impressed with what you have to say.

Any questions, Dr. Matthew?

Dr. MATTHEW. One question. You have indicated some sales figures here for your books. Do you have any way of knowing where these books have been going?

Mrs. STERLING. No, I don't think I can get a breakdown. You mean as to whether they are sold to parents, through bookstores, or to schools?

Dr. MATTHEW. No, as to whether they are going into white schools or schools where there are Negro children as well. Or to northern schools rather than southern ones.

Mrs. STERLING. I don't have information about that.

Dr. MATTHEW. Do you get fan mail from readers of the book?

Mrs. STERLING. I get a good deal of fan mail from readers of "Mary Jane"; it's fairly mixed. Many white children write and say how mean we are. How could we treat people that way? I get very warm letters, usually from little girls.

Dr. MATTHEW. One of the comments we have heard as to one of the reasons books like yours get into school districts where there are few Negro children is that white youngsters are curious about these matters.

It seems rather conflicting. On the other hand, it is important for Negro children to know about these things. What about the school administrations and their responsibility for getting materials that do relate to children in the schools?

Mrs. STERLING. I could say I don't think I have gotten more than 2 letters from the South and during the school season I get perhaps

10 letters a week. In Kansas they must have a very good literary program there. I don't think I have had more than one or two letters from the South. It would have been interesting to have heard from South Carolina about Robert Small. There is a Robert Small High School in his hometown of Beaufort.

You encourage me, Mr. Burton, to say I think there could well be regional studies of Negro history somewhat along the lines of the old WPA State books. I think a great deal could be discovered in Chicago, San Francisco, and Los Angeles.

Also, I have a copy of the Interracial Books for Children's publication that perhaps you would like me to put in the record.

Mr. BURTON. May I see that?

Mr. STERLING. This is from the newly formed Council on Interracial Books for Children, Inc., organized by a group of writers interested in seeing that new books come out. It is located at 9 East 40th Street, New York City.

Mr. BURTON. We will receive it and without objection I will ask Dr. Matthew to see that the record contains appropriate reference to whatever material just might be of interest to those who will be reading the proceedings.

Thank you.

Mr. BURTON. Mrs. Lloyd.

STATEMENT OF MRS. HELENE M. LLOYD, ASSISTANT SUPERINTENDENT OF SCHOOLS, NEW YORK CITY BOARD OF EDUCATION

Mrs. LLOYD. Mr. Chairman, committee members, for the record, I am Helene Lloyd, acting deputy superintendent, New York City Schools.

May I say that representing New York City we are very pleased to be here to present the information that you have requested this morning. We consider it a privilege. We did prepare for your use a packet of materials in order to conserve time for questioning, which I know it is an important part of this reporting period.

I did prepare an outline and plan to follow that outline rather specifically and the items attached and referenced.

(The outline and plan referred to follow:)

OUTLINE AND PLAN APPROVED BY JOHN B. KING, ACTING SUPERINTENDENT OF SCHOOLS

(Prepared by Helene M. Lloyd, assistant superintendent)

1. THE POSITION OF NEW YORK CITY SCHOOLS WITH REGARD TO THE TREATMENT OF MINORITY GROUPS IN BOOKS FOR SCHOOL USE

1.1. On October 9, 1962, the Superintendent of Schools issued to school staff and publishers an official "Policy Statement on Treatment of Minorities in Textbooks." This statement clearly defined the Board's position with regard to the treatment of minority groups in textbooks. (See Item #1 attached.)

Pertinent quotations from this Policy Statement are as follows: "The New York City school system is requesting its textbooks appraisal committees . . . to ask the following questions:

"1. How adequate is the space and treatment given to the roles of various minority groups in our culture?

"2. Do the illustrations, both photographs and sketches, reflect the pluralistic nature of our society?

"3. Does the treatment reflect the findings of recent historical scholarship?

"4. Does the treatment avoid reality by ignoring or glossing over the present-day tensions of intergroup relations, and the efforts made to relieve those tensions?

"5. Does it help to promote the goal of a pluralistic society, free from the social ills of discrimination and prejudice in such areas as education, employment, and housing?"

"The Superintendent of Schools will recommend only those instructional materials which are in accord with the stated educational objectives of the Board of Education. This action is not an attempt at censorship or dictation. It is a response to community expectations that the textbooks we approve for use in our schools will reflect our educational objectives, as set forth in the course of study and curriculum bulletins issued by the Board of Education."

1.2. Subsequently, the following two Board of Education publications contained restatements of the Board of Education's Policy Statement:

"Strengthening Democracy," May, 1964 (See Item #2 attached.)

"Curriculum and Materials," Spring, 1966 (See Item #3 attached.)

2. EFFORTS OF EDUCATIONAL AUTHORITIES TO PROVIDE FOR ALL CHILDREN TEXT AND LIBRARY BOOKS WHICH RECTIFY ADVERSE ATTITUDES TOWARD MINORITY GROUPS

New York City Schools have made, during the past five years, determined, all-out efforts to provide text and library books which rectify adverse attitudes toward minority groups. To support this statement, the following action was taken in the areas indicated:

2.1. *Special lists of texts and library materials treating the role of minorities were issued, as—*

2.1.1. Special Circulars listing *approved textbooks* were issued to all schools. These circulars, a few of which are listed herewith, are for use by principals in ordering new text materials:

Special Circular 17, 1964-65.

Special Circular 35, 1964-65.

Special Circular 26, 1965-66.

Special Circular 77, 1965-66.

Special Circular 85, 1965-66 (See Item #4 attached.)

2.1.2. Special lists of *approved library materials* treating the role of minorities were sent to the schools, as—

"School Library Bulletin," October, 1965-February, 1966 (See Item #5 attached.)

"Bibliography of Materials for Use in Relation to Puerto Rican Discovery Day, November, 1965" (See Item #6 attached.)

"Books By and About the American Negro for Elementary, Junior, and Senior High School Libraries, Spring 1966" (See Item #7 attached.)

2.1.3. Special lists of *approved audio-visual materials* treating the role of minorities were sent to the schools, as—

"A-V Resources, Puerto Rican Discovery Day, November, 1965" (See Item #8 attached.)

"A-V Resources, Human Relations, December, 1965" (See Item #9 attached.)

2.1.4. Notices to schools concerning the ordering of textbooks advised that all schools should order text materials treating the role of minorities, as—

Junior High School Special Circular #56, 1965

Junior High School Special Circular #21, 1966

Academic and Vocational High School Circulars, February, 1966 (See Items 10, 11, attached.)

2.2. *Publishers of text materials were notified that New York City Schools would approve only those instructional materials which were in accord with the "Policy Statement on the Treatment of Minorities in Textbooks."*

2.2.1. A "Questionnaire on the Treatment of Minorities in Textbooks" was sent to all publishers (on November 12, 1963) to learn the progress that should have been made in coverage and treatment of the role of minorities.

2.2.2. Letters were sent to publishers advising them of New York City's policy and inviting them to meetings (May 8, 1964; June 8, 1964; etc.) to discuss the implementation of that policy. (See Item #12 attached.)

2.3. *Producers and distributors of educational films, filmstrips, and/or recordings were invited to a special meeting (September 17, 1965) to discuss policy on the treatment of minorities in audio-visual materials. (See Item #13 attached.)*

2.4. *A plan to phase out obsolete textbooks was announced to principals in Special Circular, September, 1964. (See Item #14 attached.) Principals were advised that—*

2.4.1. Some titles had been removed from the "List of Approved Textbooks" because of the failure of the publishers to provide satisfactory treatment of the role of minorities in our history and culture.

2.4.2. It is within a principal's authority and responsibility to withdraw books that fail to meet the best modern criteria for textbook selection.

2.5. *Statistical surveys were made, based on Bureau of Supplies' requisition records, of the volume of purchases by schools of textbooks dealing with minorities (February, September, 1965). See Item # 15 attached.)*

2.5.1. The results of the surveys showed substantial increases in purchases of the titles on the lists of text materials dealing with minorities.

2.5.2. Schools were advised to order additional books in the future to effect a major increase in purchase of titles dealing with minorities.

2.6. *An "Exhibit of Instructional Material for Quality Integrated Schools" was held at the Board of Education on March 8, 1965. (See Item #16 attached.)*

2.6.1. The purpose of this exhibit was "to bring to the attention of all those concerned with educational materials books reflecting the total range of American life."

2.6.2. Later, the materials on display were sent as a travelling exhibit to the twenty-five school districts in the City.

2.7. *Special allotments totaling \$1,000,000 in October, 1963, were given to the schools for the purchase of library books dealing with minorities.*

2.7.1. Schools were directed to check their holdings against approved bibliographies dealing with minority peoples and to order what was lacking in their collections.

2.7.2. Schools in disadvantaged areas received library allotments in the ratio of 2 to 1 as compared with other areas in the city. Pupils affected by double allotments totaled 305,749.

2.7.3. In December, 1964, a survey was made to see how books on minority peoples were being used by pupils and teachers. The survey showed the use of varied and creative techniques. Many school libraries had set aside sections for books on "Human Relations."

2.8. *Special books relating to minorities were ordered for schools and bureaus,*
as—

2.8.1. In 1965-66, Volumes 1-4 of the *Negro Heritage Library* (Educational Heritage Inc., Yonkers, N.Y.) were placed in all schools at a total cost of \$35,680. In June, 1966, Volumes 5, 6, 7, and 10 of the series were ordered for all schools at a total cost of \$39,668.

2.8.2. From 1964 to date, selected copies of music books, storybooks, etc., written in Spanish, were placed in schools having a high percentage of Spanish-speaking children. These books were for the special use of Auxiliary Teachers working with non-English speaking children.

2.8.3. Special collections relating to minorities were placed in all summer elementary, junior, and senior high schools as well as in the 10 Summer Institutes for Teachers of the Disadvantaged, 1966, enrolling 3,500 teachers.

2.8.4. A special collection of books and materials relating to the role of minorities was placed in the office of the Bureau of Human Relations for use by community coordinators in their work in the field.

2.9. *Text materials relating to minorities were developed by the staff of New York City Schools.*

2.9.1. A sample of materials in this group is *Call Them Heroes, Books 1, 2, 3, 4* and the *Teacher's Manual*. (See Item #17 attached.) These materials, developed by the staff of New York City Schools and published by Silver Burdett, are now used on a nation-wide basis.

2.9.2. Other publications in this group are: *Puerto Rican Profiles* and *The Negro in American History*. (See Items #18 and #19 attached.)

2.10. *Assistance has been given to publishers in developing new reading materials relating to minorities.*

2.10.1. The staff of the New York City schools served as consultants to Bank Street College in the development of the *Bank Street Readers*.

2.10.2. The staff of the New York City schools advised Follett Publishing Company, American Book Company, etc., on illustrations relating to minority groups for possible use in new reading series.

2.11. *Pilot projects were developed throughout the city using new reading materials involving minority groups.*

2.11.1 These projects involved use of the *Bank Street Readers*, the *Chandler Series*, the *Follett Company materials*, etc.

2.12. After-School Study Centers were initiated during 1965-66 in schools to acquaint pupils of Negro and Puerto Rican backgrounds with the culture and history of their groups. Texts and library books were provided.

Based on the success of the project during this past year, the program is to be expanded in 1966-67.

3. METHODS OF SELECTION, ASSIGNMENT, AND DISTRIBUTION OF TEXT AND LIBRARY BOOKS FOR SCHOOL USE

3.1. *Selection*: Publishers or individuals may submit a textbook or library book for possible listing. Books are evaluated by professional committees, membership of which remains confidential.

3.2. *Assignment*: Books approved are listed in any one of the following publications, or their supplements, which are printed and sent to all schools annually:

List of Textbooks for Use by Day and Evening Elementary Schools and Junior High Schools, 1965-66

List of Textbooks for Use by Day and Evening High Schools and Vocational and Trade Schools, 1965-66

List of Approved Magazines, Periodicals, and Microfilms, Grades K-12, 1967

3.3. *Distribution*: Principals are free to order for school use items from these approved lists. Nonlist materials can also be ordered with the approval of the District Superintendent. Materials are distributed directly to schools by publishers.

4. USES OF THE PROVISIONS OF FEDERAL EDUCATIONAL LEGISLATION FOR THE INCREASE IN SUPPLY OF TEXT AND LIBRARY RESOURCES FOR SCHOOLS

4.1. Monies were used to increase the supply of text and library books relating to the role of minorities in many federally-sponsored projects, as—

4.1.1. ESEA Projects, Title I, 1965-66, are illustrative of projects in this category:

4.1.1.1. After-School Study Centers—

Elementary and Junior High Schools

4.1.1.2. Summer Schools in—

Elementary Schools

Junior High Schools

Vocational and Academic High Schools

Schools for Socially-Maladjusted and Emotionally-Disturbed Pupils

4.1.1.3. "More Effective Schools" Program

4.1.1.4. School University Teacher Education Center (SUTEC)

4.1.1.5. Summer Institutes for Teachers of Disadvantaged Pupils

4.1.1.6. Corrective Reading, Nonpublic Schools.

4.1.2. ESEA Projects, Title II, are also illustrative of projects in this category:

4.1.2.1. Development and Application of Reading Techniques, District 22.

4.1.2.2. A Model Multi-Purpose Supplementary Educational Center, District 7.

5. ANTICIPATED CONTINUED NEED FOR THESE KINDS OF SUPPORT

5.1. It is anticipated that the financial support needed from the federal government for the purchase of texts and library books relating to minorities will continue to increase.

5.2. There are several reasons that validate this statement:

5.2.1. There is a recognition of the need to provide in all schools materials about minorities in order to create better intergroup relations and to develop a worthy self-image among minority-group children.

5.2.2. There is an increase in the rate of mobility of school population in this city which necessitates that adequate materials about minorities be placed in all schools.

5.2.3. There is an increase in the amount and quality of new materials relating to minorities being developed by publishers. This volume should continue to increase in future years.

5.2.4. The changes in curriculum in New York City require the purchase of new texts and library books. Examples of new curriculums under development include the revisions in the following areas: History and the

Social Sciences—Prekindergarten—12, Civil Liberties and Civil Rights, the Humanities, Home Living in an Urban Society, Language Arts, and others.

6. PROPOSITION OF ASSISTANCE FOR TEXTS AND LIBRARY BOOKS IN THE TOTAL BUDGET

6.1. Monies allocated for texts and library books are as follows:

1965-66:

Total executive budget (as modified)-----	\$916, 296, 336
Total textbooks-----	\$7, 440, 244
Total library books-----	\$2, 976, 124
Proportion of total budget used for library and textbooks (percent)-----	1.13

1966-67:

Total executive budget (not yet modified)-----	\$1, 004, 011, 190
Total textbooks-----	\$9, 516, 559
Total library books-----	\$2, 807, 875
Proportion of total budget used for library and textbooks (percent)-----	1.12

Mrs. LLOYD. The first question the committee presented was with respect to the board's position with regard to the treatment of minority groups in textbooks for school use.

In this area, frankly, we are very proud we have taken a forward, positive action program and issued on October 9, 1962, a policy statement from the superintendent of schools termed an official "Policy Statement on Treatment of Minorities in Textbooks."

This statement clearly defined the board's action with regard to the treatment of minority groups in textbooks.

(See item No. 1 attached.)

Pertinent quotations from this policy statement are as follows:

The New York City school system is requesting its textbooks appraisal committee—to ask the following questions:

1. How adequate is the space and treatment given to the roles of various minority groups in our culture?

2. Do the illustrations, both photographs and sketches, reflect the pluralistic nature of our society?

3. Does the treatment reflect the findings of recent historical scholarship?

4. Does the treatment avoid reality by ignoring or glossing over the present-day tensions of intergroup relations, and the efforts made to relieve those tensions?

5. Does it help to promote the goal of a pluralistic society, free from the social ills of discrimination and prejudice in such areas as education, employment, and housing?

The important point here is that the superintendent of schools will recommend only those instructional materials which are in accord with the stated educational objectives of the board of education. This action is not an attempt at censorship or dictation. It is a response to community expectations that the textbooks we approve for use in our schools will reflect our educational objectives, as set forth in the course-of-study and curriculum bulletins issued by the board of education.

Now this policy has been, in effect, kept in the minds of the publishers and the school people by a brief statement.

I have provided for your use a copy of policy statement No. 1 which I offer as item 1 in this presentation, a copy of "Strengthening Democracy," which is sent to every teacher in New York City schools. Volume 16, May 1964, which I offer as item No. 2, in which our policy statement is again reiterated and, as Item No. 3, volume 22, No. 3, issued in the spring of 1966, in which once again the superintendent of schools has very clearly stated materials will not be approved for use in New York City schools unless they are in accordance with our policy.

Again, and again, in our press releases these policies are reiterated. Efforts are made to see that they are kept in effect.

From the viewpoint of the second largest question raised by the committee, I have prepared for your use several items for consideration. The question is, What are the efforts of educational authorities to provide for all children text and library books which rectify adverse attitudes toward minority groups?

In answer to this question we have prepared 14 major areas of action that we feel are significant. Many, many other things have been done in the city that if time permitted we could cite. The first area refers to special lists of texts and library materials treating the role of minorities that we have sent to our schools. I have merely listed for your consideration five special circulars from over the last few years.

These outline very definitely the new titles that have been added to the lists and spell out materials that we believe are of special value. For example, special circular 85, we cite two titles that I would like to comment on as a matter of record. The one title is "*The Negro Heritage Library*." I see from my observation you were looking at a copy of this.

We consider this publication and the seven other volumes—I am holding volume 1 in this series—of great importance. In answer to some of the questions raised by our last person who commented in answer to your response, we have, for example, on page 62, a copy of this very committee room showing Mr. Powell, the chairman, serving as the chairman of this very important committee.

The following pages, such as 67 and 68, show other Negro Congressmen and their contributions. An important part is the area from page 108 on, which takes up the contributions of leading civic leaders. We begin with Mr. Powell because he heads this very important committee and provides for the children and the teachers concrete material through publications of this type that can be used in teaching in our New York City schools.

As a matter of fact, we purchased out of New York City funds, to insure that the publication was in the hands of the children, one set of these for each of our 900 schools, to the cost of \$75,000, and saw that they were delivered for use in September of this year in every school in New York City.

This, we do with other publications. Circular No. 85 also cites one that I would like, as a matter of record, to comment on. You have a copy, it is called, "Call Them Heroes." It was felt in this area we do not have enough material that children could use. We took all minority groups, not just Negroes alone, and cited the contributions these people had made to life in New York City. We continue to take this type of action. If publications are not forthcoming from our contacts with publishers, we will take a positive role in seeing that the material is developed and then work with the publishers on the actual production.

We send to our schools lists of approved library materials treating the role of minorities. As exhibit No. 5, I have supplied for you the school library bulletin which was issued in February of 1966. This entire brochure shows the current materials on New York City's lists and there are pages and pages that have been annotated for the use of librarians and teachers.

We do not send this type of material to a school without followup. We meet with the librarians, encourage them to order these materials, and then check their listings to see that these materials have been ordered and are being used in our schools. So there is a definite followup.

I have also prepared for your use the list which is a bibliography of materials for use in relation to Puerto Rican discovery today and there are many items there for purchase by schools.

Mr. BURTON. Mrs. Lloyd, at this point, if you don't mind, I will, without objection, direct the staff to see that appropriate reference is made to the many useful materials that you have recommended to us and that will eliminate the necessity of you having to detail them so that the record will be complete in that regard.

(The information supplied follows:)

BOARD OF EDUCATION OF THE CITY OF NEW YORK,
OFFICE OF THE SUPERINTENDENT OF SCHOOLS,
New York, N.Y., October 9, 1962.

To publishers of text materials for the schools.

POLICY STATEMENT ON TREATMENT OF MINORITIES IN TEXTBOOKS

Since World War II, civil rights has been one of the most crucial issues of American politics. This country has supported a program aimed at an extension of those rights and the elimination of discrimination and prejudice in housing, employment, education and other areas of community life.

In all of these areas, there has been considerable, though uneven, progress in recent years. Yet, the problem of improving intergroup relations remains one of our most urgent challenges. The attacks on traditional discriminatory practices through the courts and by the activities of various protesting groups, and the persistence of discrimination in many areas of our society, indicate that the attainment of equality in civil rights is not yet a subject that can be described in the past tense in our textbooks. The Superintendent of Schools of New York City is now asking the textbook industry to consider recent criticism of Social Studies textbooks with respect to the treatment of minority groups.

Critics contend that there are few, if any, textbooks in use today which present a comprehensive and satisfactory picture of the status of minority groups in our culture. Recent studies indicate that most texts still present a largely white, Anglo-Saxon view of our society and its history, and tend to leave such groups as Indians, Negroes, Jews and citizens of Latin and Asian origin out of their accounts of the historical development of the American people.

It is true that some few textbooks indicate the pluralistic, interracial, multi-religious character of our population, but, in most cases, the current conflicts with their dramatic issues are not considered in a realistic, factual manner. For example, the gravamen of Louis Adamie's "A Nation of Nations", namely, the contributions of minority groups to American life, has not been significantly reflected in our textbooks. Nor would one ever be aware from our textbooks of the "American Dilemma" described by Gunnar Myrdal in his classic study of the American Negro.

Textbook illustrations rarely reflect the varied ethnic components of American society. The role of minorities as groups, particularly in the process of industrialization and urbanization in the 20th century, has not been adequately treated in the texts. It is not sufficient to list the contributions of a few prominent representatives of these groups to the development of American culture. The United States is, after all, a nation of minorities, and each of these groups has made significant contributions to our development. Our understanding of the role of minority groups in American history has become broader as a result of modern historical scholarship. This new knowledge has not been reflected in our textbooks. Current conflicts involving the changing status of the Negro receive scant treatment, as does the significance of the Supreme Court decision on school desegregation and the continued resistance to the implementation of that decision.

An essential part of the history of America is the history of the contributions of men in minority groups, yet little has been done to present this. For example,

the image of the Asiatic immigrant is not much different from which originated in the sensational press of the early 20th century; the Spanish-speaking immigrant groups are virtually ignored in our textbooks; our students find it difficult to get an adequate picture of Jewish life in America today from our textbooks. Rarely do we find a suitable discussion of anti-Semitism in our culture.

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. Without such description and analysis, the image of the unassimilable "outsider" becomes the unconscious basis for prejudice and discrimination. 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. Moreover, our national unity and our "world image" are deeply involved in the elimination of all forms of discrimination. Law may bar the overt forms, but only education with appropriate instructional materials and procedures can cope with the subtle forms.

The New York City school system, therefore, is requesting its textbooks appraisal committees in History, Government, Problems of Democracy, Social Studies, Geography, and in any other curriculum areas where these considerations are relevant, to apply our existing criteria even more rigorously in the evaluation of textbooks and other instructional materials submitted by publishers for listing and relisting. Thus, in addition to applying our general evaluative criteria, our committees will ask the following questions:

1. How adequate is the space and treatment given to the roles of various minority groups in our culture?
2. Do the illustrations, both photographs and sketches, reflect the pluralistic nature of our society?
3. Does the treatment reflect the findings of recent historical scholarship?
4. Does the treatment avoid reality by ignoring or glossing over the present-day tensions of intergroup relations, and the efforts made to relieve those tensions?
5. Does it help to promote the goal of a pluralistic society, free from the social ills of discrimination and prejudice in such areas as education, employment, and housing?

The Superintendent of Schools will recommend only those instructional materials which are in accord with the stated educational objectives of the Board of Education. This action is not an attempt at censorship or dictation. It is a response to community expectations that the textbooks we approve for use in our schools will reflect our educational objectives, as set forth in the course of study and curriculum bulletins issued by the Board of Education.

MAY 1, 1964.

To the publishers of text materials for the schools.

LADIES AND GENTLEMEN: On October 4, 1962, publishers were notified that the New York City schools would approve for future use only those instructional materials in appropriate curriculum areas which presented a comprehensive, historically accurate and satisfactory picture of civil rights and the status of minorities.

In a Policy Statement on the Treatment of Minorities in Textbooks, the Superintendent of Schools indicated that he would recommend only those instructional materials which were in accord with the stated educational objectives of the Board of Education. These objectives include a realistic and sympathetic account, both in text and illustrations, of the role of minority groups in our culture, past and present. Within the last year, two meetings have been held with publishers at which this matter has been discussed.

The Office of Textbooks and Supplies, in the last year particularly, has been engaged in an increasingly intensive program of applying these criteria in the evaluation of *new* social studies textbooks, as well as in the re-evaluation of instructional materials in this curriculum area submitted for *renewed* listing after the expiration of a five-year contract period. While progress has been made, a number of books in both categories have been denied listing in our approved list of textbooks. These rejected books do not present a fair and adequate picture of the role and status of minorities in our history based on the findings of contemporary historical scholarship.

There is also the problem of the re-evaluation of books already listed and currently in use in the schools. Many of these are in need of up-dating and revision in order to help the pupil to understand civil rights issues from an historical and contemporary viewpoint.

The office responsible for listing books is now in the process of evaluating text materials offered for relisting for the period 1964-1969. As a result of this evaluation, it is hoped that many of the texts will be relisted. However, the older editions of these books, now in the schools, will need updating in order that they may continue to serve their educational purpose effectively. In addition, other books, whose contracts are not currently expiring, remain in the schools. These texts also require up-dating and revision.

We propose that publishers consider the immediate preparation and publication of special supplements for both types of social studies texts described above. These supplements should include current material on civil rights questions and the role of minority groups in our culture. The school system will undertake the task of distributing these supplements.

Where books now under consideration for relisting are being challenged because of inadequacy in the treatment of minorities, publishers will be notified immediately. They will be given an opportunity to furnish, for evaluation by our committees, special supplements such as those described above. These, if acceptable, will be followed by a reconsideration of our decision concerning relisting of the text in question.

As for new textbooks, we should like to emphasize once again the concern and the urgency with which the New York City schools regard the entire question. Our children, many of whom are members of minority groups, require books which will tell them something about their past, books in which they can recognize themselves, books which are not reluctant to discuss the controversial contemporary problems of their group and their community. In this connection it is important to realize that we do not view the issue of a special supplement on civil rights as a precedent for handling this problem.

During the past year, the office responsible for textbook evaluation has been concentrating on text materials in history, social studies and related curriculum areas. In 1964-1965, we shall begin to apply comparable critical standards to materials in other curriculum areas; particularly in the areas of Reading and Literature. Admittedly, the same standards do not apply in the field of imaginative literature. But bias as evidenced either by omission of important data or otherwise will cause a book to be rejected. For example, we are of the opinion that anthologies of prose and poetry should include significant contributions by members of minority groups, where such material is available. Through illustrations, textual material and other means, editors can make reading series or anthologies cross-sections of contemporary American life—urban and rural, North and South.

I will be happy to meet with publishers or their representatives to discuss the important problem of supplements. For this purpose I am reserving the morning of May 18, 1964 at 9:30 A.M. for a meeting in the library at 110 Livingston Street. If you plan to attend, please notify me in writing as soon as possible.

Through the years, publishers have demonstrated genuine concern for incorporating the most effective materials in their texts. We are certain that they will continue to make their contribution to the education of our young people by furnishing to the schools appropriate and acceptable instruction materials.

Very truly yours,

JOSEPH O. LORETAN, *Deputy Superintendent.*

BOARD OF EDUCATION OF THE CITY OF NEW YORK,
OFFICE OF INSTRUCTION AND CURRICULUM,
New York, N.Y., March 8, 1965.

BREAKTHROUGH IN INSTRUCTIONAL MATERIAL FOR QUALITY INTEGRATED SCHOOLS

We in the schools must be in the vanguard of those who seek persistently to rectify in all types of mass media the distortions made by omission of data, ignorance, or malice. To be realistic, textbooks should reflect the total range of American life; the pluralistic, inter-racial, multi-religious character of our population.

As an official of the Board of Education, I have met personally with the book publishers three times within the past year to make them aware of our needs. As a result of these meetings, the numbers of books dealing with minorities on a constructive basis has increased.

The purpose of this exhibit is to bring to the attention of all those concerned with educational materials, books that are now available to the schools. Since some of these books have just been received from the publishers, not all of those in this exhibit could possibly be in the schools at this time. However, through the concentrated efforts of the Operating Divisions, the textbook office, the principals of the schools, the Bureau of Supplies, and the educational publishers, most of these materials should be in our schools by the beginning of the next school year.

JOSEPH O. LORETAN,
Deputy Superintendent.

The following are *excerpts* from administrative circulars sent to Field Superintendents and Principals of schools within the past school year.

Special Circular, February 3, 1964, Basic Book Collections on Minority Groups for School Libraries:

"In accordance with our plans for school integration, we are developing a basic list of books on various minority groups of New York City appropriate for each school level. The attached lists are concerned with Negroes and Puerto Ricans.

"It is our recommendation that every school, regardless of its ethnic composition, have such a collection for teachers as well as for pupils. As new materials are published in these areas, supplementary lists will be issued by the Bureau of Libraries.

"Please consult the Human Relations Bibliographies in the "School Library Bulletins" for suggested readings about other minority groups. It is our hope that excellent collections will be built up in each school to give an accurate picture of the heritage and current contributions made by all Americans."

(Subsequent list distributed January 1965.)

Special Circular, February 24, 1964, Text Materials Treating the Role of Minorities: "The attention of principals and teachers is directed to the books listed below. They all offer, in varying degrees, constructive presentations in regard to the role of minorities in our history and culture, either in the text or in the illustrations. The first group consists of books (46) which have already appeared on the official list of approved textbooks. The second group consists of books (14) which are being recommended to the Board of Education for its approval."

Special Circular, October 28, 1964, Text Materials Treating the Role of Minorities: "We are glad to be able to report that many publishers have been cooperating in preparing new books which include this feature. A significant recent development in this field is that we are now able to recommend such books (38) in other curriculum areas than social studies, such as Language Arts and Science, even though the improvement may be apparent only in the illustrations."

Special Circular, February 15, 1965, Text Materials Treating the Role of Minorities:

"Last year your attention was directed to a number of books which offered constructive presentations on the role of minorities in our history and culture. We are glad to be able to report excellent cooperation on the part of many publishers in our continuing campaign for the development of such new text materials.

"Following is a list of new books (64), received since October 1964, which have been reviewed and which I am recommending to the Board of Education for its approval. Again, several curriculum areas, in addition to History and Social Studies, are represented. May I urge you to give top priority in the current ordering period to these titles."

Special Circular, January 22, 1965, Phasing Out of Obsolete Textbooks:

"Each year a number of titles are dropped from the List of Approved Textbooks at the expiration of their contracts. Many of these items have been voluntarily withdrawn by the publishers. Many others are not relisted, by action of the Board of Education, for various administrative reasons. For both these groups of books, the reasons on which the decisions were based need not necessarily affect the continued use in the schools of existing copies of these titles.

"Some titles are dropped by action of the Board for substantial causes, upon recommendation of appropriate appraisal committees. These causes may significantly affect the decisions of principals as to whether or not existing copies of these titles should continue to be used in classrooms. Among the substantial causes referred to are the following:

"1. A book may have become seriously out-of-date since its original listing, in terms of factual, historical or scientific information.

"2. Recent developments in our courses of study may render a particular title no longer appropriate for carrying out our current curricular objectives.

"3. Some titles have been dropped because of the failure of the publishers to offer either revisions or supplements which would provide satisfactory treatment of the role of minorities in our history and culture."

Curriculum Bulletin #4, 1964-65 Series: "The 'Negro in American History,' a bulletin published by the Curriculum Bureau is in the hands of all teachers, supervisors, and administrators in the New York City School System. A sufficient number of sets have been sent to all junior and senior high schools so that they can be circulated among students in social studies classes."

Audio-Visual Materials on Minority Groups: "In the last year, 41 films, 80 slides, and 10 recordings have been listed by the Bureau of Audio-Visual Instruction. This Bureau produced the first in a series of six films to raise the self-image of minority group children."

BOARD OF EDUCATION OF THE CITY OF NEW YORK,
OFFICE OF INSTRUCTION AND CURRICULUM,
New York, N.Y., September 17, 1965.

To field assistant superintendents.

LADIES AND GENTLEMEN: In February of this year, I reported to you the results of a statistical survey, based on Bureau of Supplies requisition records, of the volume of purchases of textbooks dealing with the role of minorities.

I am glad to be able to announce that the results of the second survey, completed in June, show substantial increases in purchases of the titles on our recommended lists of books of this type.

Every district in the system has either maintained its previous high volume of orders or greatly increased its orders. These figures, of course, are based on the older district organization. You will find below the figures for your district, and also the figures from the earlier survey repeated for comparison.

Also, I want to thank you and your supervisors who contributed to preparing responses for our recent questionnaire on this subject, the results of which independently corroborate the progress indicated by our surveys.

In returning their questionnaires, many schools indicated that they plan to order additional books in the immediate future. I know you join me in hoping to see a major increase in purchases of titles from the recommended lists at the next ordering period in October. (These lists were contained in the following special circulars: #47, February 24, 1964; #17, October 28, 1964; #35, February 15, 1965.)

I recognize the difficult budgetary problem involved in replacing usable existing texts with new improved ones. I am planning to ask that the proportion of general school funds allocated to textbooks be increased for the specific purpose of meeting this replacement problem.

Sincerely yours,

JOSEPH O. LORETAN,
Deputy Superintendent.

BOARD OF EDUCATION,
OFFICE OF HIGH SCHOOLS,
New York, N.Y., January 28, 1966.

To academic high school principals.

Subject: Ordering Textbooks, Tests, Reference Books, Musical Scores, Charts & Maps for School Year 7/1/66 to 6/30/67. Requisitions Due March 11, 1966. (1966-1967 Allotment).

LADIES AND GENTLEMEN: (1) *Procedure for Determining Book Needs.*—To determine the need for a specific title for the school year 1966-1967 proceed as follows:

(a) Estimate the maximum number of pupils that will use the book during the Fall of 1966 or the Spring of 1967.

(b) Add an allowance of 10%.

2. Use only the lists on page 3. (Disregard all other lists). *Schools may not order books which are not listed even though the books have been submitted for listing.*

3. Check books immediately upon receipt. Claims for shortages, errors, etc., must be made immediately upon discovery. Certify and forward bills promptly to the Bureau of Finance.

4. Principals are advised to refer to Part II, Circular No. 119, 1949-1950, which defines principals' responsibilities in requisitioning non-list textbooks and other supply items.

5. Dr. Loretan, in Special Circular No. 30, 1965-1966, set date of March 4, 1966, for requisitioning 1966-1967 Text Materials Treating the Role of Minorities.

SPECIAL NOTICE

Textbooks for grade 9 are *not* to be placed on the same requisitions as textbooks for grades 10-12. Use two TB requisition forms: one for grade 9 and another for grades 10-12. All requisitions must be submitted by March 11.

Very truly yours,

MAURICE D. HOPKINS,
Assistant Superintendent.

BOARD OF EDUCATION,
OFFICE OF INSTRUCTION AND CURRICULUM,
New York, N.Y., February 11, 1966.

To: Vocational high school principals.

Subject: Ordering Textbooks, Tests, Reference Books, Musical Scores, Charts & Maps for School Year 7/1/66 to 6/30/67. Requisitions Due March 11, 1966. (1966-1967 Allotment).

LADIES AND GENTLEMEN: (1) *Procedure for Determining Book Needs.*—To determine the need for a specific title for the school year 1966-67 proceed as follows:

(a) Estimate the maximum number of pupils that will use the book during the fall of 1966 or the Spring of 1967.

(b) Add an allowance of 10%.

2. Use only the lists on page 3 of this circular. (DISREGARD ALL OTHER LISTS). Schools may NOT order books which are not listed even though the books have been submitted for listing, except as provided in item 3 below.

3. Non-list text books, charts, maps, tests and subscriptions may not be ordered in quantities of class size without the approval of Superintendent Hopkins. Such approval must be signified by his personal signature; therefore please insert a place for his signature over the title "Assistant Superintendent". Please indicate in an accompanying letter signed by the principal a) the specific necessity for the book requested and b) that no listed book satisfies this need.

4. Check books immediately upon delivery. Claims for shortages, errors, etc., must be made immediately upon discovery. Certify and forward bills promptly to the Bureau of Finance.

5. Dr. Loretan, in Special Circular No. 30, 1965-1966, set date of March 4, 1966, for requisitioning 1966-1967 Text Materials Treating the Role of Minorities.

SPECIAL NOTICE

Textbooks for grade 9 are *not* to be placed on the same requisitions as textbooks for grades 10-12. Use two TB requisition forms: one for grade 9 and another for grades 10-12. All requisitions must be submitted by March 11.

Very truly yours,

MAURICE D. HOPKINS,
Assistant Superintendent.

[Special circular]

To: All assistant superintendents.

Re phasing out of obsolete textbooks.

LADIES AND GENTLEMEN: Each year a number of titles are dropped from the List of Approved Textbooks at the expiration of their contracts. Many of these items have been voluntarily withdrawn by the publishers. Many others are not relisted, by action of the Board of Education, for various administrative reasons. For both these groups of books, the reasons on which the decisions were based need not necessarily affect the continued use in the schools of existing copies of these titles.

However, some titles are dropped by action of the Board for substantial causes, upon recommendation of appropriate appraisal committees. These causes may significantly affect the decisions of principals as to whether or not existing copies of these titles should continue to be used in classrooms. Among the substantial causes referred to are the following:

1. A book may have become seriously out-of-date, since its original listing, in terms of factual historical or scientific information.

2. Recent developments in our courses of study may render a particular title no longer appropriate for carrying out our current curricular objectives.

3. Some titles have been dropped because of the failure of the publishers to provide either revisions or supplements which would provide satisfactory treatment of the role of minorities in our history and culture.

Principals need not be reminded that it is within their basic authority and responsibility to withdraw from classroom use any books which in their judgment fail to meet the best modern criteria for textbook selection.

With regard to the particular titles which were dropped during 1964 for the significant reasons listed above, I urge all heads of schools to reexamine any of these books which are still in use in their classrooms, with a view toward determining whether or not they are still appropriate to the purposes of our program of instruction. A detailed listing of the titles which were dropped in July, 1964 for these reasons, is attached.

Very truly yours,

JOSEPH O. LORETAN,
Deputy Superintendent.

[Special Circular No. 85, 1965-1966]

BOARD OF EDUCATION OF THE CITY OF NEW YORK,
OFFICE OF THE SUPERINTENDENT OF SCHOOLS,
New York, N.Y., April 26, 1966.

To : Superintendents and principals of all schools.

NEW YORK, N.Y., A CLASSROOM NEWSPAPER

LADIES AND GENTLEMEN : As part of a continuing program to publicize the best materials dealing with the role of minorities, I am glad to announce that New York, New York, a classroom newspaper planned especially for school children of New York City, has just been added to the List of Supplementary Classroom Instructional Materials Issued Periodically, as items No. 100-785, 786, 787, 788, 789. Its illustrations depict the multi-ethnic composition of our population. Each bi-weekly edition appears in five separate versions, ranging from "The Chief", planned for children who are just beginning to read, to "The Independent", for children who are reading on their own. An adequate teaching guide accompanying each edition helps the teacher to use this newspaper to meet the needs and interests of many groups of children in grades K through 8.

Another recent addition to this List of Periodicals (item No. 100-915) is *Negro Heritage*, edited by Sylvestre Watkins. This publication, issued monthly, provides good factual material for use by High School History classes. It emphasizes the contribution of Negroes in American History and may be used as a supplement to the textbook. The material includes brief biographies and articles, illustrations, quotations from original documents, etc. Although most of the items deal with history, there are occasional articles on current developments.

At this time may I also direct your attention to the fact that the well-known publication *Call Them Heroes* may now be requisitioned by principals directly from the Textbook List, under items No. 162-235, 162-235.01, 162-235.02, 162-235.03, 162-235.04 (see the 1966 A Supplement to the List of Textbooks, Etc.).

The Textbook List, both the basic list and recent supplements, now includes over four hundred titles which are most helpful in providing a fuller knowledge of the contributions of some of our minority groups. Some of the best of these are in the Zenith Books Series, published by Doubleday, e.g., *Chu : Glorious Age in Africa*, and *McCarthy : Worth Fighting For*.

Many of these titles may be found most readily in the five special circulars which have been sent to the schools during the last three years. These circulars are identified in your files as items No. 47, 1963-1964, February 24, 1964 ; No. 17, 1964-1965, October 28, 1964 ; No. 35, 1964-1965, February 15, 1965 ; No. 26, 1965-1966, October 22, 1965 ; No. 77, 1965-1966, March 25, 1966.

May I again encourage you to give the materials on these special circulars top priority in future book ordering?

Very truly yours,

JOSEPH O. LORETAN,
Deputy Superintendent.

BOARD OF EDUCATION OF THE CITY OF NEW YORK,
CURRICULUM RESEARCH EVALUATION SUBJECT DIRECTORATES,

August 13, 1965.

To: Producers and distributors of educational films, filmstrips and/or recordings.

LADIES AND GENTLEMEN: You are invited to attend a special meeting to be held on September 17, 1965 at 10:00 a.m. to discuss our current emphases in the selection of instructional filmstrips, motion pictures and recordings for the New York City school system. The modernization and improvement of practices in portraying the role and contributions of minority groups in America will be particularly considered, together with other audio-visual resource procurement topics. A copy of the agenda for the meeting is attached.

The meeting will take place in Studio "A", Bureau of Audio-Visual Instruction, 131 Livingston Street, Brooklyn 1, N.Y. (3rd floor).

Your participation in this discussion will be valuable in insuring the development of constructive and practical procedures in the present period of expanding support for better provision of instructional resources. In order to facilitate advance arrangements for the meeting, it will be appreciated if you will use the enclosed postcard to advise us of your intention to attend. Telephone inquiries in this connection may be directed to Dr. Edward G. Bernard, 596-3888.

Thank you for your cooperation in this connection.

Sincerely yours,

JOSEPH O. LORETAN,
Deputy Superintendent.

Mr. BURTON. May I interrupt you without the necessity of completing your presentation, I would like to commend you and whoever else did all of this work, because you obviously spent a great deal of time on it. You have given us such a sufficiently comprehensive packet that I myself am going to steal an extra one and send it out to my school board.

I have a question I would like to ask at this point, if you don't mind.

Mrs. LLOYD. Surely.

Mr. BURTON. It appears that most of the activity in this area in the city of New York has taken place in the last 4 or 5 years. Is that a correct impression?

Mrs. LLOYD. Actually, the work started before that time. We have had our issues of curriculum materials, and we have had our issues of strengthening democracy in which suggestions were made concerning minorities, I would say, over the past 8 years.

However, during the last 5 years this action program has been intensified with careful followup.

Mr. BURTON. Isn't it really a confirmation of some of the testimony we have heard that our society has waited all too long to see that our textbook materials reflect the true nature of our society? Is this not so, if in a city with the background, the general political coloration, and the size of New York, it took almost a hundred years after the Emancipation Proclamation before they really set out to see that the students in their own school system are given updated history?

Mrs. LLOYD. We would have to agree with you. We would also agree with you that much more needs to be done in all urban cities, even though in New York we feel we are making inroads and are determined to see that our program moves ahead rapidly.

Mr. BURTON. Do you have occasion to exchange material with the other very large school systems?

Mrs. LLOYD. Yes.

Mr. BURTON. Are you aware what your counterpart might be doing in Philadelphia, Chicago, Los Angeles, Detroit, San Francisco?

Mrs. LLOYD. We have several ways of keeping in touch with action programs. One is the Great Cities Organization. This is a group brought together consisting of 11 of the largest cities. We share. We bring speakers, and we have set up programs federally funded through our joint effort.

Mr. BURTON. Is San Francisco one of those cities?

Mrs. LLOYD. Right, San Francisco, Chicago, Pittsburgh, Cleveland, Philadelphia.

Mr. BURTON. What is the headquarters?

Mrs. LLOYD. The superintendents of schools serves as the representatives on the major committees. The superintendents meet, then there are subcommittees.

Mr. BURTON. Do you have executives?

Mrs. LLOYD. Yes, and I can send you the address of the headquarters, that has been Chicago because the superintendent of Chicago schools, Dr. Willis, up until last year served as president.

The group functioned as an independent organization. In fact the group set up an executive group in order to operate independently of the Chicago school system. We all felt this was how we wanted to handle this.

Another area of sharing that all cities have established is sending automatically to each other all curriculum publications in a definitely established exchange.

Mr. BURTON. Well, I would like to thank you very much for your presentation and even more importantly, for all the work that went into these most valuable reports that you have made available to us.

Mrs. LLOYD. We were very pleased, Mr. Chairman, to have been invited.

Dr. MATTHEW. Superintendent Lloyd, I would like to make a comment that refers to what will show in the record. Early in the hearings we had two parents from the Harlem area who talked at length about what they would like to see happen in terms of providing materials for children in that area. One member of this committee called their attention to the kit of materials that had come from your office. The reply of the parents was that there tends to be a sort of inverse ratio between the number of pounds of material describing policy and the actual practice.

I am referring, as I say, to what came out in these hearings and the record will show it. To be specific these parents were concerned about the fact that in the schools in the Harlem area, the schools to which their children go, there was a book in which there was material which they thought was not appropriate for any child to read in this day and age.

It was the story about a black lamb and how surprised people were that he should win a prize despite the fact he was black.

What I am asking really is to what extent can we say these policies that have been promulgated will be put into practice in the ghetto areas of New York City. Why is there a discrepancy in what the parents say and the report you made this morning?

Mrs. LLOYD. We are making every effort to see that the information I noted this morning is implemented. For example, one way we are doing this is by holding a school experiment to implement the teaching of Negro and Puerto Rican heritage in the American culture.

Dr. MATTHEW. In 41 schools?

Mrs. LLOYD. Yes. This is a beginning. We did it on a pilot basis last year. We are expanding this year. To each of these schools, we had with the cooperation of Mr. Johnson of the NAACP, delivered last year one of these calendars for display. We had portfolios of pictures showing Negroes in various activities for display. We have asked that the NAACP continue to work with us and the Puerto Rican groups to see that materials are put into our schools.

A second part of that answer is that when we have reviewed textbook lists, approximately 25 percent of the materials, especially in the area of social studies, is not being relisted. Why? Because of things just like that black lamb.

Mr. BURTON. May I ask you one final question? What arrangements do you have for the private and parochial schools in terms of making this material available to them?

Mrs. LLOYD. We worked closely last year with private and parochial schools handling the distribution of all library materials. That moved on schedule and materials were provided in relation to law.

Mr. BURTON. Are these books, "The Puerto Rican Profiles," and "Call Them Heroes," and "The Negro in American History" provided in private schools?

Mrs. LLOYD. In two ways: First, we have an exchange system with the schools automatically; second, we meet with our private and parochial people in several groups, such as teacher-training representatives and campus groups, and at that time present all levels of new publications. It is a very close working unit.

Mr. BURTON. I might raise this question—it is a question; it is not an editorial comment or intended to be. I see on page 60 of your "Puerto Rican Profiles" a listing of Puerto Ricans, Negroes, and others on public assistance. I am not quite sure what the point is there and, apart from that, I have noted the lamentable habit of reporting welfare figures out of the myriad of assistance programs.

They report the welfare family, not the disabled or aged in family programs. That really has a dramatic effect in distorting the actual percentage on various public assistance caseloads in terms of the background of the clients. That is just a footnote.

Mrs. LLOYD. I would have to agree with you. I will take that back because I think it is well noted.

Mr. BURTON. Thank you very much.

Dr. Schick?

STATEMENT OF DR. FRANK SCHICK, DIVISION OF STATISTICAL ANALYSIS, U.S. OFFICE OF EDUCATION

Mr. BURTON. We are pleased to welcome you, Dr. Schick.

Doctor, you have prepared for us a series of tables that are most useful. Would you summarize for us and at this point in the record we will make appropriate reference to this and perhaps ink in full all you have said if that is the judgment of the staff.

Would you like to give us the highlights, if you could do that, from this rather impressive document?

Dr. SCHICK. I will be glad to give it a try.

(Dr. Schick's prepared statement follows:)

STATEMENT OF DR. FRANK L. SCHICK, COORDINATOR, ADULT EDUCATION AND LIBRARY STATISTICS, NATIONAL CENTER FOR EDUCATIONAL STATISTICS, U.S. OFFICE OF EDUCATION, BEFORE THE AD HOC DE FACTO SEGREGATION SUBCOMMITTEE OF THE HOUSE COMMITTEE ON EDUCATION AND LABOR, THURSDAY, SEPT. 1, 1966

Mr. Chairman and members of the Committee, my name is Dr. Frank L. Schick, Coordinator of Adult Education and Library Statistics, National Center for Educational Statistics, U.S. Office of Education. I am very pleased to appear in response to the invitation of the Chairman to discuss various aspects of the provision of books for educational use by the publishing industry which the chairman has asked me to cover. My contacts with publishing cover the last 16 years. I taught courses on various aspects of publishing at the University of Michigan and Columbia University and will shortly return to teaching at the University of Wisconsin, Milwaukee; wrote my dissertation and published a book on the history of inexpensive American book publishing; edited a book entitled "Current Trends of American Book Publishing"; and wrote many articles and an OE pamphlet on "The Cost of Library Materials".

In 1964, I represented the Department of State at a UNESCO Conference of Government experts where we finalized standard international publishing statistics. (A "UNESCO Recommendation") I am for several years a member of several American Library Association Committees which are concerned with costs of library materials and binding.

During August, I was the convenor of an HEW Ad Hoc Committee representing the American Library Association, the American Book Publishers Council, and HEW-OE.

STATISTICAL ANALYSIS OF THE PROVISION OF BOOKS FOR EDUCATIONAL USE BY THE PUBLISHING INDUSTRY

One of the measures of book publishing production is of the number of titles of new books (including new editions) released annually. The data on these releases are provided by *Publisher's Weekly*.

Table 1 gives the data from 1930 to 1965 for all titles in all categories, and, for illustrative purposes, for books in the education and juvenile categories. Over the last 35 years the number of new book titles nearly tripled, as did those for juvenile books. Books on the subject of education increased about four-fold. Relatively substantial increases have occurred since 1962.

There has been no general complaint from librarians and educators about the quantity of titles to choose from. The numbers of titles for our schools seem adequate, particularly considering the fact that many English-language books are imported into the U.S. New book titles imported into the United States during 1965 represented 16% of all new book titles in the country (i.e. 4,670 of all 28,595 new book titles or 1% in terms dollar volume).

As a measure of the size of the operations concerned with the publishing and printing of books and periodicals, it is noteworthy that according to the Census Bureau, the number of production workers and other employees engaged in those operations during 1964 totaled 143,000. This figure is exclusive of the numerous employees in commercial printing, miscellaneous publishing, and related industries.

PROJECTED NEEDS FOR BOOKS AND OTHER LIBRARY MATERIALS

On the basis of past Office of Education surveys of library statistics, table 2 summarizes projected expenditures for library materials and binding for 1965-66, 1969-70 and 1974-75. Under normal conditions of growth the estimated 1965-66 expenditures of \$245.2 million would grow to \$504.7 million by 1974-75. The escalation of school enrollments, and the size of population which will have free access to public library service, and the rising costs of library materials, all contribute to the large increases.

Actual and projected growth of service population, 1964-65, 1974-75	1964-65	1974-75
Elementary and secondary schools.....	40, 000, 000	47, 000, 000
Colleges and universities.....	5, 300, 000	9, 400, 000
Total population.....	194, 600, 000	220, 000, 000

The evaluation of the needs for library materials according to national standards (the *National Inventory of Library Needs*, American Library Association, 1964) indicates that the shortage of books in 1964 was over 390,000,000 volumes. At the current price of books (without discount) this would have required expenditures exceeding \$1.6 billion. After this one-time closing of the volume gap, there would be required about 35,000,000 volumes to keep up to standards for schools. Colleges and universities would have to purchase about 55,000,000 volumes annually, and public libraries 102,000,000 volumes to meet these standards.

Selected data concerning libraries and resource materials needs are given in Tables 3, 4, and 5. Table 3 indicates that the number of volumes per student in 1965-66 is 7.0. According to the standards it should be 10. The per pupil expenditure is \$2.84. Considering the needs for the replacement of worn out and outdated materials, the funds for new purchases seem limited.

Tables 3, 4, and 5 indicate the quantitative needs, and why, in spite of larger expenditures, gaps remain.

However, as a result of the 1965 Congressional enactment of library and textbook related legislation a definite improvement is in the offing.

Commissioner Howe included in his statement before this Subcommittee on August 23 a listing of the recent Federal programs providing funds for instructional materials and estimates of the amounts for the Fiscal years 1966 and 1967.

We have estimated that the Federal expenditure for books and instructional other than audiovisual materials through grant programs for 1965-66 may be around \$230,000,000 and during 1966-67 may approach \$300,000,000.

According to data compiled by the Office of Education and the industry, we may estimate the total expenditure of all libraries for library materials as about \$225,000,000 in 1963-64.

To summarize, we may say that recent Federal legislation has about doubled the funds available for books and other instructional materials, and binding in college, university school and public libraries, starting with FY 1966.

TRENDS IN PRICING OF BOOKS

The Senate Report (Rep. No. 1291, June 21, 1966, p. 5) on the Library Services and Construction Act summarize the problems related to the evaluation of book prices as follows:

"Last year, in its report on the Higher Education Act of 1965 (S. Rept. 673), the Committee expressed its concern that the cost of books and periodicals has risen more than the cost of living. The Commissioner of Education and the Librarian of Congress, as indicated by their testimony during the hearings on this bill, share this concern.

"The American Book Publishers Council, in its statement, disputed some of these statistics and indicated that the Council would be glad to cooperate with the Department of Health, Education, and Welfare in arriving at a proper base for measuring changes in book prices. It is suggested that this be done, as this Committee is interested in maintaining a continuing look at increases in the prices of library and text books."

Steps are now being taken by the Department of Health, Education, and Welfare—U.S. Office of Education, the American Library Association, and the Book Publishers Council to develop more effective tools to measure price fluctuations of published materials than are presently available. In the absence of such improved yardsticks tables 6 to 10 were prepared. For many years the average price of books and periodicals subscriptions (Tables 6 and 7) have been used by librarians for internal budgeting purposes. They show that since 1947-49 the average trade book has more than doubled in price (from \$3.59 to \$7.65). The price of children's books, however, increased by only 47.6%, and that of books on education by 7.05% (table 6).

Since 1947-49 the subscription cost of periodicals has more than doubled (from \$3.62 to \$7.44). Periodicals in the education field have increased by 110.5% and children's periodicals by 88.3% (table 7).

Data compiled by publishers are presented in tables 8 through 10. Using 1957-59 as a base period, table 8 shows that receipts for elementary texts have risen by 39%, by 10% for high school texts, and by 7% for college texts during the seven-year period. Table 9 indicates that during the same period the price received by publishers for work-books increased even more sharply (30% for elementary, 22% for high school and 14% for college texts). Table 10 shows that dollar receipts for adult trade books increased 16 and 13% respectively for hard and soft bound books.

The data show here that the cost of printed materials has gone up substantially but has probably not risen more than for other consumer items. Whether the impact of Federal funds has driven prices further upward cannot be determined at this time because the effect of Federal legislation passed in 1965 will begin to make its impact only in 1966 purchases. The book price trend will be apparent only when 1966 cost figures are released in January of 1967.

PROBLEMS IN CONNECTION WITH PHYSICAL MAKE UP OF BOOKS FOR USE IN SCHOOLS

Early in 1965, librarians of large public libraries expressed concern over the cost of net priced juvenile books. Their complaints related to alleged net price agreements which prevent wholesalers from discounting such books in their sales to schools and libraries.

The binding of books follows three basic patterns. Adult and juvenile *trade books*, generally produced for book store sales, are sold to libraries through wholesalers at discounts up to 40%. Such books survive about 25 circulations and when demand requires are rebound in heavy covers and are ready for approximately another 150 circulations.

Publishers Library or Reinforced Editions, primarily used for children's books, are frequently but not always in more sturdy bindings. They are not sold in bookstores and are usually higher priced than the trade edition. Such books are usually sold to libraries at the suggested net price or at times at a standard discount of 25%. *Library Pre-Bound Books*, usually juvenile, are bound according to Library Binding Institute Standards—by Library Binders from loose sheets purchased from publishers. These books stand about 140 circulations and are usually more expensive than net priced books in publishers library or reinforced editions.

These problems were discussed by librarians and publishers during hearings held in March of this year by the Anti-Trust and Monopoly Subcommittee of the Senate Committee on the Judiciary.

We believe that a partial solution will be found when the American Library Association releases its new performance standards for various types of bindings. These standards, as well as relevant testing equipment, were developed over the last three years. The standards will help determine the type of binding a library purchases. The related topic of net pricing will have to await other solutions.

EFFORTS OF THE PUBLISHING INDUSTRY TO FILL READING NEEDS OF THE SCHOOL POPULATION

Publishing in America can be traced to 1639 when the first book was produced in Massachusetts. From Colonial times to the present some reading materials have been imported, particularly in foreign languages and literature, and, since the end of the Second World War, in science. These importations have averaged between ten and sixteen percent of titles and about 1% of the dollar expenditure for books. Academic libraries are the primary purchasers of these books.

The publishing industry has expanded markedly over the years, as shown by the following comparison of total population and book title production over the last 35 years:

	1930	1950	1965	Percent increase, 1930-65
Population, in millions.....	123.1	152.3	194.0	58
New book titles, in thousands	10.0	11.0	28.6	186

Thus the production of new book titles has increased by more than three times the rate that population has increased. During recent years the most remarkable change occurred in paperback publishing. Previously, this sector of the publishing industry had produced chiefly books of fiction and other relatively light kinds of reading fare, including some which were considered salacious or otherwise undesirable material for the school population. Until the mid-1950's the paperbacks comprised only some 10% of all titles published annually. As table 12 indicates, during the last decade the proportion of paperbacks has risen from one-ninth to one-third of all titles.

Due to the lower prices of paperbacks, their titles are of significance for less affluent as well as younger people. The impact of these materials on the economically less developed areas of the country is also of importance.

During the last decade the proportion of nonfiction titles among all paperbacks has more than doubled—from 38% to 80%. We may conclude that among inexpensive paperbacks the nonfiction books are outselling the fiction books and that the more serious types of reading are now available at much lower prices than a few years ago. Serious paperbacks are used with increasing frequency in more advanced high school and college classes.

The main problem of publishers today is the production of sufficient quantities of books to fill the rapidly mounting orders which libraries, schools and the research community are placing.

The impact of Federal funds has increased the demands on publishers. They in turn depend on allied services (i.e. printing, binding, and shipping) to fill their orders. As a result bottlenecks developed, which are being gradually eliminated. On June 30, 1966, a meeting at the Department of Commerce explored means to eliminate bottlenecks in the production and distribution of books.

Until 5-10 years ago publishing has not been a large or a very profitable business and those who entered it did so usually for the stimulation, the personal contacts and the service opportunities. At present total sales of the industry as received by publishers comes to about \$2 billion. In the last decade the dollar sales has increased about 10 percent annually.

The future performance of the publishing industry will depend on its adaptation to varying educational requirements. New approaches will have to be developed which may combine the use of various media for the learning process. It would seem essential that more research should now be conducted to bring about the preparation of new learning materials. Vigorous programs initiated by publishers in partnership with educators, librarians and related professional groups may go a long way to bring knowledge and information to all who seek it at their level of ability and comprehension.

TABLE 1.—*Number of new and revised book titles produced in education, juvenile, and all categories: United States, selected years, 1930 to 1965*

Year	Number of books			Index of change using 1947-49 as base period		
	All categories	Education	Juvenile	All categories	Education	Juvenile
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1930	10,027	240	935	100.2	111.3	94.8
1940	11,328	349	984	113.4	162.0	99.9
1947-49	9,990	218	986	100.0	100.0	100.0
1950	11,022	256	1,059	110.4	118.8	117.4
1952	11,840	281	1,245	118.5	130.2	126.3
1954	11,901	260	1,342	119.1	120.6	136.2
1956	12,538	267	1,495	125.4	123.9	151.8
1958	13,462	331	1,522	134.7	153.6	154.5
1960	15,012	348	1,725	150.3	161.4	174.9
1961	18,060	534	1,626	180.9	247.5	165.0
1962	21,904	682	2,584	219.3	315.2	261.9
1963	25,784	941	2,976	258.0	436.5	301.8
1964	28,451	1,232	2,808	285.0	565.1	585.0
1965	28,595	954	2,895	286.2	442.5	293.7

Source: January statistical issue of Publisher's Weekly and the R. R. Bowker Annual.

TABLE 2.—*Projected library budgets for library materials and binding*

	1965-66	1969-70	1974-75
Public school libraries	\$84,600,000	\$112,540,000	\$148,500,000
College and university libraries	105,108,000	174,889,000	246,500,000
Public libraries	55,500,000	77,834,000	109,736,000
Total	245,200,000	365,200,000	504,700,000

Source: NCES, U.S. Office of Education.

TABLE 3.—Selected statistics of centralized public school libraries—1953-54 to 1962-63 and projected 1963-64 to 1974-75

	Actual				Projected				
	1953-54	1958-59	1960-61	1962-63	1963-64	1965-66	1967-68	1969-70	1974-75
Number of school systems.....	7, 198	15, 526	14, 830	15, 564	-----	-----	-----	-----	-----
Number of schools.....	128, 831	82, 222	102, 487	83, 428	-----	-----	-----	-----	-----
Number of schools with centralized libraries.....	46, 880	41, 463	47, 546	40, 158	-----	-----	-----	-----	-----
Total enrollment.....	27, 652, 365	33, 716, 309	35, 952, 711	37, 252, 102	40, 187, 000	41, 700, 000	43, 200, 000	34, 500, 000	47, 100, 000
Enrollment in schools with centralized libraries.....	16, 276, 181	23, 046, 072	25, 300, 243	27, 671, 105	28, 698, 000	29, 778, 000	30, 850, 000	31, 778, 000	33, 635, 000
Number of volumes in schools with centralized libraries.....	72, 980, 942	123, 291, 264	143, 536, 332	171, 585, 746	184, 981, 000	208, 708, 000	233, 582, 000	258, 500, 000	320, 892, 000
Number of volumes per pupil.....	4.5	5.3	5.7	6.2	6.4	7.0	7.6	8.1	9.5
Expenditures for books in centralized libraries.....	-----	\$36, 943, 016	-----	\$63, 208, 402	\$71, 493, 000	\$84, 600, 000	\$98, 453, 000	\$112, 540, 000	\$148, 553, 000
Expenditures per pupil.....	-----	\$1.60	-----	\$2.28	\$2.49	\$2.84	\$3.19	\$3.54	\$4.42

NOTE.—Number of volumes projected by use of the least squares equation and the projection of K-12 regular public day school enrollments. Enrollment in schools with centralized libraries assumed to remain a constant ratio of K-12 from 1962 to 1963 through 1974-75. Expenditure for books a simple projection of increase shown between the 2 base-period observations. 1963-64 dollars based on the Consumer Price Index.

TABLE 4.—Selected statistics of college and university libraries, 1959-60 to 1964-65 and projected to 1974-75

	Actual						Projected			
	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1967-68	1970-71	1974-75
Number of libraries.....	1,951	1,975	1,985	2,100	2,140	2,168				
Number of students served.....	3,402,000	3,610,000	3,900,000	4,200,000	4,800,000	5,300,000		6,922,000	7,803,000	9,387,000
Collections:										
Number of volumes end of year.....	176,721,000	189,110,000	201,423,000	214,000,000	228,000,000	241,000,000	270,000,000	304,000,000	327,000,000	368,000,000
Number of volumes per student.....	51.9	52.4	51.6	51.0	47.5	45.5	45.2	43.9	41.9	39.2
Number of volumes added.....	8,415,000	9,396,000	10,900,000	12,500,000	13,000,000	14,000,000	17,000,000	20,000,000	25,000,000	32,000,000
Number of volumes added per student.....	2.5	2.6	2.8	3.0	2.7	2.6	2.8	2.9	3.2	3.4
Number of periodicals received.....	1,271,000	1,399,000	1,505,000	1,600,000	1,650,000	1,800,000	2,000,000	2,300,000	2,500,000	2,800,000
Number of periodicals per student.....	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.3	0.3	0.3
Operating expenditures:										
Total operating expenditures.....	\$127,245,000	\$158,904,000	\$183,700,000	\$209,000,000	\$229,000,000	\$275,000,000	\$313,874,000	\$392,525,000	\$490,650,000	\$667,402,000
Expenditures for books and library materials.....	\$40,760,000	\$40,301,000	\$56,400,000	\$65,000,000	\$75,000,000	\$91,000,000	\$105,078,000	\$135,184,000	\$174,889,000	\$246,449,000
Percentage of operating expenditures.....	29.7	30.4	30.7	31.1	32.8	33.1	33.5	34.4	35.6	36.9
Expenditures for binding.....	\$4,822,000	\$5,000,000	\$6,200,000	\$7,500,000	\$8,000,000	\$11,000,000	\$12,121,000	\$15,745,000	\$20,599,000	\$29,344,000
Percentage of operating expenditures.....	3.6	3.2	3.4	3.6	3.5	4.0	3.9	4.0	4.2	4.4

NOTE.—Least squares equation used to project each line on basis of data per degree-credit opening fall enrollment. Consumer Price Index (1963-64=100) applied to all dollar data for base period before projecting which resulted in projection in 1963-64 dollars. Projection of total students (degree and nondegree) on assumption that ratio of degree-credit to total will remain the same through 1974 as reported in fall 1965. Per student amounts in projection on basis of total enrollment. No attempt made to project number of libraries on instructions of Dr. Schick.

TABLE 5.—Selected statistics of public libraries serving populations of 35,000 or more: 1959-62 and projected to 1975

	Actual			Projected			
	1959	1960	1962	1965-66	1967-68	1969-70	1974-75
Number of libraries.....	610	823	856				
Total U.S. population.....	177,830,000	180,670,000	186,591,000	194,671,000	200,212,000	205,964,000	222,273,000
Population served by libraries.....	84,167,000	112,556,000	118,094,000	123,207,000	126,714,000	130,355,000	140,677,000
Volumes, end of year.....	109,379,000	130,638,000	163,260,000	220,932,000	261,207,000	303,859,000	422,519,000
Volumes per capita.....	1.30	1.16	1.38	1.79	2.06	2.43	3.00
Volumes added.....	8,809,000	10,502,000	12,864,000	17,189,000	20,201,000	23,398,000	32,252,000
Volumes added per capita.....	0.10	0.09	0.11	0.14	0.16	0.18	0.23
Circulation per capita.....	4.63	4.04	4.44				
Expenditures:							
Library materials.....	\$24,472,000	\$30,037,000	\$30,542,000	\$55,540,000	\$66,300,000	\$77,834,000	\$100,736,000
Per capita.....	\$0.29	\$0.33	\$0.33	\$0.45	\$0.52	\$0.60	\$0.78
Percent of operating expenditures.....	15.0	15.1	15.6				
Binding and rebinding.....	\$3,020,000	\$3,364,000	\$4,143,000	\$5,276,000	\$6,046,000	\$6,859,000	\$9,113,000
Percent of operating expenditures.....	1.2	1.7	1.6				

NOTE.—Projections of expenditures are in 1963-64 constant dollars. Base period: 1959, 1960, and 1962 which include data for county libraries serving populations of under 50,000. Projected by use of least squares equation and projection of total U.S. population. 1962 population served as a percent of total U.S. population was used to estimate population

served for the projected years. 1963-64 constant dollars based on Consumer Price Index. No projection of circulation and total operating expenditure since the base period data were not provided.

TABLE 6.—Average list price for books in education, children's, and all categories: United States, selected years, 1947-49 to 1960¹

Year (1)	Average price of books			Index of change using 1947-49 as base period		
	All categories (2)	Education (3)	Children's (4)	All categories (5)	Education (6)	Children's (7)
1947-49.....	\$3.59	\$3.39	\$2.11	100.0	100.0	100.0
1953.....	4.13	4.23	2.26	115.0	124.8	107.1
1956.....	4.61	4.47	2.50	128.4	131.9	118.4
1958.....	5.12	4.75	2.73	142.6	140.1	129.4
1960.....	5.24	4.97	2.74	146.0	146.6	129.8
1961.....	5.81	4.89	2.77	162.0	144.2	131.3
1962.....	5.90	5.64	2.77	164.3	166.3	131.3
1963.....	6.55	5.71	2.94	182.4	168.4	139.3
1964.....	6.93	5.50	3.06	193.0	162.2	145.0
1965.....	7.65	5.78	3.11	214.2	170.5	147.6

¹ Excludes data for paperbacks, textbooks, Government documents, encyclopedias, book club books, and books published in previous years.

Source: January statistical issue of Publisher's Weekly and the R. R. Bowker Annual.

TABLE 7.—Average subscription price for periodicals in education, children, and all categories: United States, 1947-49 to 1965

Year (1)	Average price of periodicals			Index of change using 1947-49 as base period		
	All categories (2)	Education (3)	Children's (4)	All categories (5)	Education (6)	Children's (7)
1947-49.....	\$3.62	\$2.65	\$1.44	100.0	100.0	100.0
1950.....	3.91	3.04	1.60	108.0	114.7	111.1
1951.....	4.02	3.20	1.62	111.0	120.8	112.5
1952.....	4.12	3.32	1.69	113.8	125.3	117.3
1953.....	4.24	3.50	1.73	117.1	132.1	120.1
1954.....	4.44	3.62	1.79	119.9	136.6	124.3
1955.....	4.44	3.66	1.82	122.7	138.1	126.3
1956.....	4.56	3.74	1.85	126.0	141.1	128.4
1957.....	4.70	3.82	1.91	129.8	144.2	132.6
1958.....	4.92	4.00	2.00	135.9	150.9	138.8
1959.....	5.13	4.16	2.05	141.7	157.0	142.3
1960.....	5.32	4.19	2.06	147.0	158.1	143.0
1961.....	5.63	4.34	2.29	155.5	163.8	153.4
1962.....	5.92	4.62	2.44	163.5	174.3	169.4
1963.....	6.31	4.90	2.57	174.3	184.9	178.4
1964.....	6.64	5.00	2.50	183.4	188.7	173.6
1965.....	6.95	5.14	2.61	192.0	194.0	181.3
1966.....	7.44	5.58	2.71	205.5	210.5	188.3

Source: Index of library materials, published annually in R. R. Bowker Annual and HEW Trends.

TABLE 8.—Average price per copy received by publishers for textbooks, by educational level: United States, 1957-65¹

Year (1)	Average price per copy received by publishers for textbooks			Index of change using 1957-59 as the base period		
	Elementary (2)	High school (3)	College (4)	Elementary (5)	High school (6)	College (7)
1957-59.....	\$1.33	\$2.52	\$3.78	100	100	100
1960.....	1.51	2.72	3.92	114	108	104
1961.....	1.43	2.77	3.85	111	110	102
1962.....	1.58	2.74	3.87	119	109	102
1963.....	1.65	2.80	3.93	124	111	104
1964.....	1.75	2.77	3.93	132	110	104
1965.....	1.85	2.77	4.04	139	110	107

¹ Data are for both hardbound and softbound textbooks. Note that the base period of 1957-59 used in tables 8-10 is a decade later than that used in tables 1-3.

Source: Tables 8-10 were prepared by Stanley B. Hunt & Associates for the American Textbook Publishers Institute, New York City.

TABLE 9.—Average price per copy received by publishers for workbooks,¹ by educational level: United States, 1957-65

Year (1)	Average price per copy received by publishers for workbooks			Index of change using 1957-59 as the base period		
	Elementary (2)	High school (3)	College (4)	Elementary (5)	High school (6)	College (7)
1957-59.....	\$0.48	\$0.91	\$1.72	100	100	100
1960.....	.52	.95	1.83	108	104	100
1961.....	.53	.97	1.82	110	106	106
1962.....	.54	1.07	1.84	112	118	106
1963.....	.57	1.08	1.82	118	119	106
1964.....	.59	1.08	1.88	123	119	109
1965.....	.63	1.11	1.96	130	122	114

¹ Data are for softbound workbooks.

TABLE 10.—Average price per copy received by publishers for juvenile books and adult trade books: United States, 1957-65

Year (1)	Juvenile books		Adult trade books			
			Price per copy		Index using base 1957-59	
	Price (2)	Index (1957-59) (3)	Hardbound (4)	Softbound (5)	Hardbound (6)	Softbound (7)
1957-59.....	\$1.18	100	\$2.16	\$0.70	100	100
1960.....	1.20	103	2.16	.64	100	91
1961.....	1.25	106	2.23	.60	103	85
1962.....	1.24	105	2.34	.63	108	90
1963.....	1.46	124	2.45	.63	113	90
1964.....	1.50	127	2.42	.71	112	101
1965.....	1.38	117	2.50	.79	116	113

TABLE 11.—Number and percent of total titles and paperback titles, selected years, 1955-65

Year	Number of all book titles	Number of paperback titles	Paperbacks as percent of total
1955.....	12,589	1,374	11
1957.....	13,142	1,469	11
1959.....	14,876	1,912	13
1961.....	18,060	2,615	15
1963.....	25,784	8,631	34
1964.....	28,451	9,287	33
1965.....	28,595	9,317	33

Source: Tables 8-10 are from the chapter by F. L. Schick on "The Recurring Emergence of American Paperbacks," in "Book in America's Past," Dave Kaser, editor. University Press of Virginia, 1966.

TABLE 12.—Production of fiction and nonfiction paperback titles, 1955-65

Year	Total number of paperback titles	Percent fiction	Percent nonfiction
1955.....	1,374	61	39
1957.....	1,469	62	38
1959.....	1,912	52	48
1961.....	2,615	49	51
1963.....	8,631	20	80
1964.....	9,287	20	80
1965.....	9,317	20	80

Dr. SCHICK. During 1965 Congress has passed a massive amount of legislation to help with the financing of the book needs of the country. Two years ago I worked on an assessment of needs according to a national standard for such materials. I can summarize the total legislation by saying Federal legislation has about doubled the amount that goes now for the purchase of books and other library materials.

The one outstanding lag that has to be noted in the document we prepared, together with the American Library Association, is a massive gap to bring the country up to par. This gap is not being covered by the existing legislation. As we move forward from year to year and Congress appropriates funds, a tremendous dent is being made to keep up to date. This was not possible before.

But the 390 million gap in books which existed before the Federal program came into effect remains uncovered.

Mr. BURTON. How did you arrive at the 390 million book gap?

Dr. SCHICK. We used the existing national standards to determine the needed number of volumes there should be for every child in school, how many books there should be in colleges and universities and in public libraries. If you take the number of schools, colleges, and public libraries and use the standards as yardsticks, you arrive at these figures.

We have translated these figures into dollar figures by using cost index conversions. They are the figures we have used to say that Congress is now doubling the actual expenditures. As a result of congressional support to the purchase of library materials.

There has been a good deal of discussion about the cost increases of library materials. We believe these costs increases are not abnormal. They don't deviate too much from other related cost increases. There is a fear that on account of this massive funding from Federal sources increases are going to be greater than in the past.

This is possible but they cannot be measured at the present time because the 1965 legislation started to pump dollars and books into the schools during 1966, the current fiscal year. Only at the end of the current calendar will you be able to see how much the cost of materials has actually gone up. It is possible that there is a substantial increase but we can't measure it at this time.

Problems in connection with the physical makeup of books relate to a condition which is now being investigated. It was looked into by the Senate with regard to publishers library or reinforced editions for children. There is a possibility that in some instances books which appear in various bindings have provided means to escalate the price to libraries beyond a reasonable amount.

I understand there is a grand jury action going on in Chicago which is looking further into this aspect.

As far as the quantity of supplies of material for the educational community is concerned, I think there is no dearth of material. I am staying away from quality comments because this was covered by other witnesses and is not my field.

During the last two decades the increase of publications it is far greater than the increase of the population. Between 1930 and 1960 the population increased 58 percent, but books increased by 168 percent. In terms of numbers, the publishing industry is certainly doing its share.

One significant aspect of the pricing of books and materials made available at low cost, I think, can be found in the paperback field. In this area the price has not gone up as sharply as in hardbound books and the number of paperback titles today has escalated beyond everybody's expectation.

Within the paperback field there has been a noticeable change. During the last decade statements were made here in Congress and in the press that a great deal of material is fiction of a salacious nature; and sex, sadism, gunsmoking type materials seemed to be prevalent.

Paperback book titles amounted to about 10 percent of all books published in 1955 and now to 33 percent. The ratio of fiction and nonfiction had been reversed. Now, nonfiction is about 80 percent of titles published and in 1956 they were 39 percent. These paperbacks are available at various prices to schools and colleges and to individual buyers. There are now opportunities to buy very worthwhile material to supplement regular texts at a lower price.

Such serious nonfiction books have vastly increased in number. I think this is partly due to what sells. I don't know if the Nation's tastes has changed, but it promises well for the future.

In conclusion I would like to speak of what I consider to be amiss in publishing. I think previous witnesses have pointed to some shortcomings in books and types of books. I think there should be more books for various minority sectors of the community. I mean not only racial minorities but also handicapped adults and children. They see so many books where kids move and jump around. Whoever thinks of the affect this kind of literature has on a child spending the day in bed or in a wheelchair?

I do not believe there are enough materials to take this need into consideration. I think it would help if publishers would use the same research initiative of educators and librarians.

I think they should step forth, and maybe put some funds into related research. I have not seen much initiative in this direction even from the Office of Education.

Mr. BURTON. Thank you very much.

On your statement about other minority groups, that was quite interesting. There is a large number of retarded children in this country, a large number of physically handicapped, and financially handicapped people who are basically adult. These are often basically illiterate. You can't give them children's books. They are too mature for that.

Mr. BURTON. Do you recommend any textbooks available in the adult education field?

Dr. SCHICK. There are some I have seen but I think in terms of percentages it is a very small group. Economically speaking, if I may shift to a field more my own, this is understandable because there is not much profit. To publish for minorities, I don't think is good business.

Maybe it needs some subsidies. Why do paperbacks sell and why can't an impact be made in this area? Because there are millions of readers. For example, the first paperbacks in the religious field were Catholic books because they have a large group of potential readers. The moment you go to a religious minority group, there is the possibility that it would not pay.

At least there is the fear that it would not pay if there is a group that has only 1 million members, half do not care to read and the other half may not be too interested and the publishers won't sell too many copies.

Dr. MATTHEW. I think we have gotten testimony that publishers are doing well with the new materials they are producing. That is one of the reasons they are going into it. There is the demand. There are multiethnic books being published with all kinds of illustrations.

I think of what you point out about adult education materials, that whether this material is the most interesting for adults, or is informative material, may be a question. I suspect *Time* and *Life*, and the *Daily News* in New York City, which is highly pictorial, are quite widely circulated and read by people whose reading capacity is limited.

They can get information from the pictures quickly. Maybe we do need publications dealing with a wider range of topics with reading material for limited adult readers.

You say paperbacks have a potential and are growing. Are they more expensive in the long run? I think it is less expensive for children to have a complement of paperbacks, for they would have a wider range of materials. But, what is the cost to the school system? Those books are expendable. They don't last long. Would they be more expensive in the long run? Not that we shouldn't spend the money if we need them.

Dr. SCHICK. The number of circulations paperbacks can stand is obviously very limited. A library bound book, according to standard specifications, will withstand 150 circulations and more. Paperbacks will never approach this figure. Paperbacks usually withstand only 3 to 15 circulations. On the other hand, you can get several for the cost of one or two books. For this reason economically it presents a great challenge to teachers.

Particularly in colleges, I think the textbooks are now frequently supplemented or displaced by a series of paperbacks. It becomes then a flexible learning tool. Each instructor can put together his own textbook by combining 10, 15, or 20 various titles.

I think sometimes a textbook puts you in a straitjacket, but a tremendous choice of books by a teacher on his toes and wanting to make an impact, opens up great possibilities. He can't ask the school to buy the book because the expenditure of money is much more limited.

Mr. BURTON. Thank you very much.

Mr. RADCLIFFE. Under the Cooperative Research Act do you know whether any projects have been funded for adult education?

Dr. SCHICK. I believe one or two. The whole cooperative research program has funded some research projects in this area. I can't give you any percentage figures but I would say in consideration of the total funding, it is insignificantly small.

What has gone into research in the publishing area is for all practical purposes negligible.

Mr. RADCLIFFE. That leads me to an observation that this frequently happens when officials of the U.S. Office of Education come before this committee and say we have this need or that need for more knowledge that is urgent. We ask, What have you done with the cooperative research program in this area?

Very often the answer is the one you have given—negligible.

Dr. SCHICK. I have not stated anything which led to the conclusions which you put forth.

Mr. RADCLIFFE. I am drawing that conclusion from a great deal of testimony.

Dr. SCHICK. If I may make the point, I meant to say the initiative of publishers and researchers has been very limited. I have not said this was due to a lack of Federal funds. To my knowledge, there is a lack of publisher investment in related research. I don't think you have to come only to the Office of Education for funds.

Mr. RADCLIFFE. I didn't either.

Dr. SCHICK. The potential exists.

Mr. RADCLIFFE. I happen to have been interested in this area and it is my information that your testimony is correct in terms of research and development funded through the Office for Adult Education, that very little has been done.

Dr. SCHICK. And in the publishing area, the one we are discussing now, I think close to zero has been done.

Mr. RADCLIFFE. Perhaps you are both deficient?

Mr. BURTON. Thank you very much.

We will now hear from Dr. Wesley.

**STATEMENT OF CHARLES H. WESLEY, EXECUTIVE DIRECTOR,
ASSOCIATION FOR THE STUDY OF NEGRO LIFE AND HISTORY;
PRESIDENT, ASSOCIATION PUBLISHERS**

Mr. BURTON. You will perform the function of Willie Mays, our cleanup man.

Mr. WESLEY. Mr. Burton and members of the committee, I am Charles H. Wesley, executive director for the past 8 months of the Association for the Study of Negro Life and History, and president of the Associated Publishers, the oldest Negro history publishing company in the United States.

The association was established on September 9, 1915, at the YMCA in Chicago, Ill., by Carter G. Woodson and four others and was incorporated on October 3, 1915, in the District of Columbia.

On January 1, 1916, the Journal of Negro History was launched and has not missed an issue in 50 years, and as Dr. Carter G. Woodson, who founded our association has said:

Above all, the Journal of Negro History has made the world see the Negro as a participant rather than as a lay figure in history.

We have continued the work of this association through \$1 memberships, donations, and subscriptions.

The point which Mrs. Sterling made a few moments ago is a point I would stress again, there have been times when the association has been in great need.

In 1921 the Associated Publishers was organized as the publishing company of the association. More than fourscore books and monographs have been published. In 1926, Negro History Week was undertaken for celebration in the week in February to include the birthdays of Abraham Lincoln, February 12, and Frederick Douglass, February 14—one white, one colored.

This celebration will continue in 1967, with the week's theme as "Negro History in Home and School." Negro History Week con-

tinues to arouse the American people, white and black, to a keener appreciation of the contributions of the Negro people to American civilization.

In 1937 the Negro History Bulletin was undertaken in a 9 months issue annually in the period of the school year for teachers and youths in the elementary and secondary schools and colleges. Its circulation will be increased this next year, beginning in October 1966.

We have undertaken the publication through Books, Inc., Washington, D.C., of 5 volumes on the Negro since the Civil War in a series of 10 volumes to be known as the International Library of Negro Life and History. These five will appear in December.

And this will be a series of volumes, sir, which will compete very strongly with "National Heritage" and they will be better books.

Since 1916 our association through its quarterly and its monthly, the Negro History Bulletin, has carried a message into homes and schools. Their circulation has been small, 5,000 and 3,000, respectively, but we have carried on this message of the need for a consciousness and appreciation of the dignity, contributions, and basic unity of all the ethnic, racial, religious, social, and economic groups which have enriched American life.

We plan a more widespread subscription list as a year's subscription to the bulletin will be given to each purchaser of the series mentioned above, and 50,000 or more sets are to be in this first issue.

The president of Books, Inc., and Publishers, Inc., is here this morning and is a verification of this definite stigma.

How can this objective of equal status be attained when the contributions of these groups are not contained in the textbooks published in the millions and are not known or appreciated by writers and teachers of the textbooks, in which the minorities are portrayed in all channels of communication as not only different but also inferior? Three or four pictures of prominent Negroes do not suffice, while a total poor image of a people remains.

American youth can no longer grow to full fruition in a world divided into two parts in its subject matter, one alive and white, the other black, less alive or dead, and powerless to be born because of the favorable printed word of truth. The time has come not only for an integration of peoples but in addition an integration of subject matter in school textbooks.

The omissions and neglect of boards of education, administrators, book selection committees, principals, and teachers should be corrected. Freedom of speech and freedom of the press give a man the right to write and to publish as he wills, but he should not be allowed to libel another man, and certainly not another people with impunity.

It should be as illegal to libel a people, a whole people, those who are black and those partially related with a single drop of Negro heritage. But why should it be necessary for each minority to publish its history in defense of its claim for a place in our democracy?

Pictures, mental and real, have their impressions on human relations. These are fences. These fences are as realistic as the ones of segregation and to remove one without the other will be of almost no adequate result. Booker T. Washington, who was conservative in his

views gives his reaction which is typical today of children, white and black. He stated in his "The Story of the Negro":

One picture I recall vividly in the first geography I studied. It was a picture of George Washington placed side by side with a naked African having a ring in his nose and a dagger in his hand. Here, as elsewhere, in order to put the lofty position the white race has attained in sharper contrast with the lowly condition of a more primitive people, the best among the white people was contrasted with the worst among the black.

If this picture was intended to present the African, even in this presentation it is false. For Africa had its kings and governments just as Europeans had, its civilization and cultures just as Europe; and particularly among the Franks, Angles, Saxons, Jutes, Danes, and Northumbrians, and others.

King Askia the Great in the Kingdom of Songhay in Africa is as great as Charles the Great of the Franks in Europe. But why mention one and not the other or caricature the other? Why not an African background of American history as well as a European background to American history?

While the absence of sharing and belonging in America affects primarily the Negro, it also affects other minorities. America is not an Anglo-Saxon country with a white Protestant civilization in a struggle to survive against Negroes and foreigners.

We are a composite of cultures from many lands and corners of the earth. Frustrations of varying degrees affect Jews, Negroes, Orientals, Mexicans, Indians, people from southern and eastern European countries and the Middle East. Where homes are well read, these weaknesses become strengths, but they also represent indictments of our democratic preachments.

Our education has helped to maintain a stationary status for our human relations rather than to challenge the building of better ones. The current revolution is also insufficient to achieve the goal of equality so long as the bad image of the Negro is created in the mind of the average American and appears when he hears the word "Negro."

We need and must have an additional channel, the creation and distribution of truth which will dispel the falsehood of omission, commission and neglect which have been rampant in the reading and teaching of the textbooks of the Nation.

The Association Publishers has entered this field of textbooks and has published that which it calls "Four Steps in Negro History in African and Negro-American History." These books are being used in schools for both population groups. They are in school libraries, and the greatest use for them is in schools predominantly Negro, but they should be in schools for all youth.

These four steps in Negro history are as follows:

- I. The first book of Negro history :
The Child's Story of the Negro, by Jane Dabney Shackelford. A textbook for primary and elementary grade pupils. Revised edition, 1964.
- II. The second book of Negro history :
Negro Makers of History, by Carter G. Woodson and Charles H. Wesley. This is a textbook designed for the upper middle grades and the junior high school. Revised 1958.
- III. The third book of Negro history :
The Story of the Negro Retold, by Carter G. Woodson and Charles H. Wesley. This is a textbook for the senior high school and is suitable for college students desiring the leading facts of Negro life and history. Revised 1964.

- IV. The fourth book of Negro history, adapted to college work—11th edition, revised and enlarged in 1966:

The Negro in Our History, by Carter G. Woodson and Charles H. Wesley. Revised 1966. This was adopted for college work and is in its 11th edition which will shortly come from the press.

In city after city efforts are being made which are too feeble to produce satisfactory textbooks with a few integrated illustrations, appendages, special pamphlets, and brochures, when what is needed is integrated textbooks. With several States providing by legislation for the inclusion of minorities in textbooks, the need is great in others.

While a revolution is taking place in our cities, we must have the realization of the need for a revolution in the minds of men, basic to the success of the poverty program for the disadvantaged and the extension of democratic privileges in the freedom of the mind. This should not be a dream that seems to be dying but one that is coming to birth.

Years ago, the Advisory Commission of the National Council of the Social Studies declared for our Nation the following:

We are immigrants and descendants of immigrants, a nation of many religions and races, a nation which reflects class and caste distinctions as incompatible with our way of life. Racist thinking and scapegoating, the fomenting of divided loyalties, the accepting of groups are consonant neither with our democratic ways of life, nor with the scientific findings of anthropologists and psychologists, as part of a societal attack on the economic and psychological roots of intergroup hostility, intercultural education can make a contribution.

This is still true unfortunately. But fortunately, Congressman Adam Clayton Powell and you the members of this committee are congratulated by our association for directing attention to this neglectful situation by publishers in the field of education.

Mr. BURTON. Thank you very much for your most helpful statement and testimony.

I would like to recognize the presence of Mr. Thompson, the director of the Institutional Divisions of Negro Heritage Library; and attorney, Newman B. Johnson.

Would either of you gentlemen like to contribute to our hearing today?

STATEMENT OF NEWMAN JOHNSON, CHAIRMAN, STATE HOUSING COMMITTEE, NAACP, AND ATTORNEY

Mr. BURTON. We are very pleased to have you with us, Attorney Johnson.

Mr. JOHNSON. Mr. Chairman, I am also chairman of the State Housing Committee of the NAACP, and have been pinchhitting for our retiring educational chairman of the organization in that State. We have a vital concern in the programs of the New York City and New York State Boards of Education. And look to a better ethnic balance as indicated in the work of this committee in this series of hearings.

We are going to continue. You will have the full support of the entire National Association for the Advancement of Colored People in this program. You know how vital it is to the overall question. We are going to continue those efforts with the cooperation of you, the chairman, and the educational chief of the committee.

We thank you for the courtesies extended to us and the courtesies we know we will receive in the future.

Mr. BURTON. Thank you very much.

With that generous note and our thanks to all of you for your patience and contribution we will adjourn the hearings.

(Whereupon, at 12:25 p.m., the committee adjourned, subject to the call of the Chair.)

APPENDIX

STATEMENT OF LEE C. DEIGHTON, CHAIRMAN OF THE MACMILLAN CO.

Mr. Chairman, I am Lee Deighton, chairman of The Macmillan Company. I appreciate the courtesy of your invitation and welcome the opportunity to speak to the points raised in your letter of July 29. May I begin by acknowledging your leadership and the wisdom of your Committee in providing badly needed assistance to the cause of education in our nation.

On July 19, 1966, the Philadelphia Evening Bulletin published a story under the headline "Publisher Buys Poem Written by Girl Pupil, 14." The publisher is The Macmillan Company. The pupil is Berenice Flanagan. The poem is titled "Man Without a Face." It was written as an English assignment. I quote from the story: "The teacher had given the class a picture from Ebony Magazine, showing a Negro in a gray suit with a blank spot for a face. The caption read: 'The Acceptable Negro.' She asked the class to describe the point of the picture, and Berenice answered with a poem."

The entire Bulletin story with the poem is appended to this statement. The story makes the point that the poem will appear in a Macmillan textbook for improvement of basic skills in disadvantaged areas. The "text" is one of fifteen such books to be published as The Gateway English Series, published by the School Department of The Macmillan Company.

(a) Mr. Chairman, the foregoing incident typifies the position of The Macmillan Company as to the treatment of minority groups in books for school use.

We believe that every freedom carries with it a responsibility. We believe that freedom of the press bears with it the responsibility for fair and honest presentation without distortion or suppression of known facts.

We believe that books have great power to change men's hearts and minds. Sixty years ago, The Macmillan Company published "The Making of an American," an account of life in New York's slums by Jacob Riis. It was read by Theodore Roosevelt and it influenced his entire career. Four years ago Macmillan published Michael Harrington's "The Other America." It was read by President Kennedy who thereupon initiated studies which under President Johnson became the antipoverty program.

We believe that any book purporting to picture American society past or present must report the presence, the accomplishments, and indeed the problems of minorities in our society. To the degree that these groups have been absorbed and integrated into the structure of our society, this must be shown. To the degree that they have not been, this too must be shown.

But the treatment of minority groups is not limited to books reporting history or present-day society. It occurs in any textbook or children's book which shows groups of Americans at work or play.

We believe it essential to provide children of all groups with images with which they can identify—with stories and pictures of their own people amongst other peoples.

We believe that minority groups must be represented in both the text and illustrations of textbooks.

We believe that the children of minority groups must find in their textbooks situations familiar in their everyday experience and people with whom they can identify.

We believe that these situations and these people must suggest levels of aspiration to which these children can reasonably hope to reach.

We will not consciously understate or overstate the known facts concerning any majority or minority group.

We will not permit our textbooks to be media for the propaganda of any cause, group, or interest in our society.

We do not publish one version of a textbook for the North and another version for the South or any other section of the country.

These principles have formed the position of the Macmillan School Department for the 10 years that I have been associated with it.

(b) The foregoing paragraphs are the context in which The Macmillan Company has published the following textbooks and children's books for library use.

1. Textbooks

In 1962, we contracted with the Bank Street College of Education to publish an urban-oriented series of readers now known as the Bank Street Readers. The selections and the illustrations represent the full diversity of the people and their life in our cities. The child finds here situations with which he is familiar and people with whom he can identify.

The Gateway English Series, referred to above, is a series of books, recordings, transparencies, manuals to present a full English program for disadvantaged children of junior high school age. Illustrations and selections, represent the people and situations in which these children live.

The Harris-Clark Reading Series, which is not urban-oriented, represents in story and illustration all the children of all the people.

The Macmillan Reading Spectrum is a collection of soft-bound books from the lists of many publishers. The following titles deal with the lives of minority group children:

"Big Little Island"—Angelo.

"The Pushcart War"—Merrill.

"All-of-a-Kind Family"—Taylor.

"Government in Our Republic," by Brown and Peltier, a high school text, discusses legislation bearing on the minority groups and includes special studies of Civil Rights, Urbanization, and the War on Poverty.

The Macmillan Social Studies Series, for elementary schools, represents the diversity of present-day American life. It portrays prehistoric civilizations of Africa. One volume of this series was translated into Spanish and adopted for basic use in the schools in Puerto Rico.

The Laubach Streamlined English Series, for adult literacy training, is aimed primarily at rural and isolated areas. In illustration and content, it portrays people and situations with which the illiterate people of these areas can identify.

"History of a Free People," by Bragdon and McCutchen, for high school students, treats the Negro as an involuntary immigrant and a slave in the colonial period, his service in the Revolution, his contributions to plantation economy, his position in North and South, his service in the Civil War and Reconstruction, his contributions and problems in recent years.

"Goals of Democracy," by McCutchen and Ferish, a 12th grade social studies text, presents a long unit on "Assuring the Rights of Individuals" of whatever race or creed.

The following titles are in subject areas which do not naturally lend themselves to textual portrayal of minority groups but their illustrations present individuals from all segments of the population:

The Treanor English Series.

Elementary English Series—Pollock, et al.

Science for Tomorrow's World.

2. Children's books for library use

As far back as World War II days, the Macmillan's Children's Book Department recognized the need for providing meaningful reading experiences for children of all socio-economic and ethnic groups. This commitment resulted in a group of poetry and story anthologies compiled for Macmillan by the Literature Committee of the Association for Childhood Education International.

Of special interest in relation to minority groups are three titles in this group: "Told Under The Stars and Stripes" (Copyright 1945). "Told Under The Christmas Tree" (Copyright 1948), and "Told Under Spacious Skies" (Copyright 1952). The stories and poems in these volumes, which are still in print, represent an honest cross-section of American life, including such areas and themes as Harlem, migrant workers in California, Appalachia, Chinatown, and immigrants of all nationalities. At least one-fourth of the selections in "Told Under The Christmas Tree" are about Hanukkah and the other selections represent ethnic celebrations at Christmastime. Children of all colors and races are pictured on the jackets of the books and/or in the line drawing illustrations within the books.

The Literature Committee of A.C.E.I. is currently compiling a new book in this series, tentatively titled "Told Under The Skyscraper," which will include stories and poems dealing with urban life in America today. Macmillan will publish this new anthology.

In 1954 Macmillan published a teen-age novel, "The Barred Road," by Adele De Leeuw. "The Barred Road" deals squarely with the problem of school integration and racial prejudice. The book is still in print.

In 1962 we published "Ronnie and The Chief's Son" by Elizabeth Coatsworth, which is set in Africa and deals with the friendship of a white boy and a native boy. This book was awarded a "Books for Brotherhood Award" by the National Council of Christians and Jews.

In 1961 "Mokihana Lives in Hawaii," a photo-story by Anna Riwkin-Brick and Eugenie Soderberg, was hailed as "valuable because of the way in which the book clearly shows the happy racial amalgamation in Hawaii" by the Bulletin for the Center of Children's Books, The University of Chicago. This book as well as others by the photographer Anna Riwkin-Brick, all published by Macmillan, are being successfully used in elementary social studies programs. The A.L.A. Booklist reviewed "Sia Lives on Kilimanjaro" (copyright 1959), also in this series of photo-stories of children of other lands, as follows: "The book is recommended for its fine photographs which give an excellent view of the East African background and a feeling of kinship with children of another land." Other titles in this series include "Eli Lives in Israel," "Marko Lives in Yugoslavia," and scheduled for 1967 publication, "Noy Lives in Thailand."

"Amigo," a picture book by Byrd Baylor Schweitzer and illustrated by Garth Williams (copyright 1963), depicts a Mexican-American boy. This book received wide critical praise from educators and librarians. The author's second book, "One Small Blue Bead" (copyright 1965), deals with the theme of brotherhood. The illustrations by Symeon Shimin are artful yet realistic drawings of North American Indian types.

Berta and Elmer Hader wrote and illustrated for us "Pancho" (copyright 1942), a picture book about a Mexican boy. A filmstrip of it has been made by Weston Woods Studios. The Haders have often included Negro children and adults in the many picture books they have done for us such as "Snow in the City" (copyright 1963), and "Big City" (copyright 1947).

In 1965 we published "Barnaby's Bells," by J. D. Lawrence, a mystery for children in which one of the two main characters is Puerto Rican. The plot also hinges around racial and class prejudice, with the white boy solving the mystery concerning some thefts and thus proving that his Puerto Rican friend is honorable.

As a federal project during the Great Depression, Norma Keating wrote a little story called "Mr. Chu," which the New York City Board of Education used for some years in their New Reading Material Program. We published it as a trade book with beautiful illustrations in 1965. "Mr. Chu" is set in New York City's Chinatown, and it is the story of the friendship between an old Chinese man and a little Irish boy.

In April of 1967 we will publish "Zeely," a long illustrated story in which all characters are Negro. "Zeely" is the first published work of Virginia Hamilton, a young Negro writer who is working on other future books we hope to publish.

Another 1967 publication is "Will I Have a Friend?" by Miriam Cohen, with illustrations by Lillian Hoban. In this picture book about a child's first day at nursery school, the main character is a Negro child and several of the other characters are Negro and Puerto Rican.

Non-fiction books dealing with or picturing minority groups range from "The Epic of The Maccabees," which is the Biblical tale of the Jewish struggle for freedom of religion, to books as "I Like Jazz" and "Ballads, Blues, and the Big Beat." The latter two books give considerable biographical material about Negro jazz musicians and folksingers, and also relate the ballads and folk songs popular today with Negro history.

M. Sasek, always a faithful illustrator of city life as he sees it, has included Negroes and people of all ethnic groups in his illustrations for "This Is New York" (copyright 1960). In addition to depicting Negroes as an integral part of New York City activity, he has included a scene of children on a Play Street in Harlem, a scene from Chinatown, and a number of examples of Jewish, Italian, Puerto Rican, Slavic, and other ethnic restaurants and shops around the city.

(c) The requests of school personnel for correction or augmentation of the textbook treatment of minority groups have been neither uniform nor persistent. As long ago as the 1920's, Jewish organizations protested the use of "Merchant

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

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

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

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

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

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

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

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

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

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

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

(e) This point pertains to costs of books since passage of the National Defense Education Act. It should be pointed out that under NEA virtually no textbooks could be purchased until 1965. There is no relationship between this act and the cost of textbooks. Similarly, in the first year of purchases under the Elementary and Secondary Education Act, no more than 15% of the funds available under Title II have gone to the purchase of textbooks. This Act has therefore had no effect on textbook prices.

It is a common misconception that all textbooks are purchased from government funds. This is not the case. Of the total 1965 textbook sales of \$585,000,000, some \$221,000,000 was for college texts which are privately purchased by students. A 1966 survey of 2500 school districts by the School Management Magazine (March, 1966) showed that "more high school students must buy—or rent—their own textbooks than ever before. Only 60% of the districts polled distributed high school textbooks free of charge." The survey showed a comparable figure of 73.8% for elementary school textbooks. These figures are for public schools only. If figures are added for the 5,000,000 parochial school students who normally purchase all of their textbooks, the total pupil purchase of textbooks in the country would be significantly higher. It is a conservative estimate, therefore, that 33% of all elementary and secondary school textbooks are purchased or rented. This means that, including college texts, only 41% of all textbook purchases in 1965 were from government funds.

With this background, let's look at textbook costs more closely. The American Textbook Publishers Institute has for years supported an independent annual survey of industry statistics by Stanley B. Hunt and Associates of New York. Every two years there is a supplemental survey which shows the change in prices of identical books over a period of three years. The distinction between new books and old books is most important.

There has been a steady increase in the price of newly published textbooks because they have become larger, more fully illustrated, and richer in color. They are larger because knowledge has expanded in every subject field. They have more illustrations because schools have felt the need of more diagrams, charts, and other graphics. They have more color because schools find that the functional use of color heightens teaching value.

It costs more to produce the kind of new book that schools require. In the six years between 1960 and 1965, the costs of artwork, composition, and plates for the textbook industry have risen 30%. Editorial costs, largely editorial salaries, have increased by 43%. The net result is that the industry's rate of profit has declined by 10% in the 1960-65 period even with an increase in prices.

One reason for this decline is the very narrow range of increase in the price of identical books. The latest Fall Survey was published in late 1964. It shows prices for identical hardbound textbooks in the basic subjects over the three year period 1962-64. The average price change for elementary books over the three years was less than 5%. The average price change for high school books over the same period was 7%. These increases barely cover the increased cost of manufacturing during this period.

(f) This query pertains to needs for increased expenditures by schools for texts and library books.

The answer to this query depends upon one's level of expectations. It is generally accepted that no student should be expected to rely solely on a single basic text in any subject. Current practice is to surround the text with ancillary and supplementary instructional materials. These include manuals, monographs, paperbacks, tests, transparencies, and the like. To make instruction more effective in the years ahead, more of these materials will be needed than have been available in the past. The expenditure for instructional materials per pupil should be doubled minimally over the next five years to achieve the nation's educational goals. Please recall, that only 15% of the Fiscal Year 1966 funds for books under ESEA went to purchase printed instructional materials. The increase proposed here is for schools in general. Schools in disadvantaged city and rural areas need far more.

It is no secret that the per pupil expenditure for textbooks varies greatly from state to state and within the states. In most of the large cities of this country, the per pupil expenditure is wholly inadequate. If we mean what we say about improvement of instruction in disadvantaged areas, provision of instructional materials in these areas should be triple and quadrupled. The poorer the community, the less is spent for instructional materials. The poorer the school, the more instructional materials are required.

Momentarily at least, textbooks are to be made available on loan to parochial schools. Without going into the reasons, permit me to say that the need of these schools for instructional materials is very great. A far larger proportion of their children buy their books than is the case with public school children. Pupil purchase always tends to restrict the total supply of materials available and to preclude entirely the provision of enrichment materials. Pupil purchase tends also to keep old books in use long after they should have been discarded. The need for instructional materials in parochial schools is very real, and if the present means of supplying this need is invalidated some other means must be invented.

We have lived too long with the Staten Island Effect. This phrase proceeds from an incident that occurred some five or six years ago. A Staten Island parent called the local high school in high indignation. It seems that his daughter was using the identical Latin book he had used 20 years before. How did he know? As a student he had scribbled his name on the flyleaf. Our society needs to learn that books are expendable. We must outgrow the notion that school buildings are monuments and that the books within them are sacred relics.

Mr. Chairman, thank you for the opportunity to present this statement to your committee. I can only hope you will find it half as helpful as it has been lengthy. The schools of this country, particularly those in disadvantaged areas, require aid of the federal government to supply funds for purchase of instructional materials. It is a tribute to your Committee that it has recognized this fact in its support of the Elementary and Secondary Education Act. May this wisdom and your leadership continue.

[July 19, 1966—Philadelphia Evening Bulletin]

PUBLISHER BUYS POEM WRITTEN BY GIRL PUPIL 14

[By Richard H. De Lone, of the Bulletin Staff]

Every now and then something extraordinary happens to make a teacher sure it's all worth it.

So when she read Bernice Flanagan's poem, Mrs. J. A. Parkinson, a ninth-grade English teacher at Roosevelt Junior High School, was "so excited I had to leave the classroom so they wouldn't see me crying."

Mrs. Parkinson thought the poem so good she showed it to an editor at the MacMillan Company.

Yesterday, Bernice, 14, of 511 E. Washington lane, had a letter from the publishers offering her \$25 for use of the poem in a new textbook series.

Next fall, pupils at Roosevelt and three other junior highs will be using the book and reading her poem as part of a new school board program to help motivate Negro pupils in so-called "disadvantaged schools."

FIRST POETRY EFFORT

Bernice, daughter of Dr. and Mrs. Thomas W. Flanagan, wrote the poem—her first effort at poetry—for Mrs. Parkinson's class.

The teacher had given the class a picture from Ebony Magazine, showing a Negro in a gray suit with a blank spot for a face. The caption read, "The Acceptable Negro."

She asked the class to describe the point of the picture, and Bernice answered with a poem, "Man Without a Face."

Her poem, entitled "Man Without a Face," follows:

WHAT AM I?

I am a clock ticking away the minutes never to know the hour.
 I am a wind, blowing the arms of a willow without disturbing a bud.
 I am a shipless captain with no one to hear my call or answer my order.
 I am a current rushing with no destination.
 I am a drop of water among many drops which govern my soul.
 I am a man without a name.
 I am a man in a crowd of men yet so alone.
 I am a tulip in a field of lilies, I have no friends.
 I am a candle in a world which is dark.

I am a road that has a beginning and not an end.
 I am a man without a purpose.
 I am a man without a love, without a home.
 I am a man who hears no questions, who gives no answers.
 I am a quiet man with no one to talk to.
 I am a dreamer with no more dreams to dream.
 I am a man without a place.
 As long as I wander from darkness to darkness,
 As long as I drown in the current of time,
 As long as this happens, I will have no place and will always be
 A man without a face.

20 MINUTES TO WRITE

Bernice explained that the poem is about "a Negro in a white community who is willing to take the back seat.

"He's a good man but he just takes what people give him. He's losing respect for himself and other people are losing respect for him, so he's not a person anymore."

Bernice, a tall, quiet, but poised girl, said she didn't go through the writing agencies that beset more than a few poets who never see their work in print.

WRITES OTHER POEMS

"It took about 20 minutes," she said of the 37-line, free-verse poem. "I was just rattling it off and my mother said, 'That's good.'"

Bernice said she hoped the poem would reach a wide audience because "some people have a tendency to turn their heads to things they don't want to face up to."

She has written several other poems now and next year will be in a creative writing course at Germantown High and work for the school paper.

An "A" student in English, Bernice said she has about a "B" average overall. History, she said is her favorite subject, but at the mention of math she grimaced.

John Dunn, a member of the school district's curriculum office, said the Macmillan text using her poem is among many new curriculum materials to be used in a \$150,000 federally financed program to improve basic skills in disadvantaged areas.

DIFFERENT CULTURE

Over a hundred elementary schools, as well as the junior highs, will be part of the program, he said.

It is an attempt to "shift the way schools look at a situation to get them out of their stereotyped thinking," Dunn said.

"In the past, we've tended to think of disadvantaged pupils as dumb. But we're learning that they really have an entirely different culture."

He said that instead of grammar drills, for instance, the emphasis at elementary school level will be to encourage self-expression and communication. Negro history will also be emphasized.

Bernice's poem, said another school official, Mrs. Emma Lou Dawes, will be used in a special part of the program aimed at lifting the "self-image" of Negro pupils.

"Her poem," she said, "would be taught for its psychological and sociological meaning as well as the beauty of its structure."

STATEMENT BY HARCOURT, BRACE & WORLD, INC., PRESENTED BY CAMERON S. MOSELEY, VICE PRESIDENT

A publisher in our society is a significant medium in the generation and diffusion of education. Precisely, his prescriptive role is to publish works that devolve from authoritative scholarship, from sound teaching methods, and from independent editorial judgment.

This is the role that Harcourt, Brace & World, Inc. has sought to fulfill in forty-seven years of publishing both general books and textbooks. Throughout this period the Company has been a national publisher. It recognizes that, in the first instance, scholarship and creativity are not localized geographically and that, further, if publishing is largely directed to appeal to particular sec-

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

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

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

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

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

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

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

Among the notable titles of Harcourt, Brace & World are James Weldon Johnson's "The Book of American Negro Poetry" (1922, 1931), Drake's and Cayton's "Black Metropolis: A Study of Negro Life in a Northern City" (1945), Jacob Javits' "Discrimination—U.S.A." (1960), James W. Silver's "Mississippi: The Closed Society" (1964, 1966), and a forthcoming book (fall, 1966) that would appear to be a classic in its field, Matthews' and Prothro's "Negroes and the New Southern Politics."

During the past three years we have published three new elementary textbook series in English and science that directly express our belief in explicit representation of our multi-racial society, as do the recent social studies textbooks, "Rise of the American Nation: Second Edition" (1966), "Story of the American Nation: Second Edition" (1967 publication), and "American Civics" (1967 publication). "New Worlds of Literature" (1966) gives particular attention to the life of minorities in cities, both in text and in illustration, as will our forthcoming educational anthologies on Negro poets and on the multi-ethnic origins of American creative life. Where appropriate to the subject matter and structure of the work, all the current educational publications of Harcourt, Brace & World include illustrations of both white and colored peoples. It should be noted, in this connection, that a number of states and local communities (including private schools) now require that textbooks give adequate representation, pictorially and otherwise, to different ethnic and racial peoples.

While all rational men wish that the corrosive evidences of discrimination in present-day communities of the United States would be eradicated, one should not depreciate the progress that has been made in the conduct of race relations as represented in American textbooks. Quite apart from the regulations in some states and communities that seek by purchasing restrictions to ensure discrimination-free educational materials, the fact is that no textbook adoption committee, either at the state or the local level, and no school official has ever informed us that our textbooks would not be considered because of multi-racial references in their content or illustrations. Three new Harcourt, Brace & World elementary school series that plainly reflect the multi-racial nature of American society have already been variously adopted in Alaska, California, Florida, Georgia, Louisiana, South Carolina, Utah, Tennessee, Oklahoma, New Mexico, and West Virginia. They are also being widely purchased in major American cities and in hundreds of smaller communities where adoptions are made locally, as well as in many Catholic dioceses.

There can be no doubt that increased (and increasing) federal expenditures in education will in part ensure that educational materials are candid and equitable in their treatment of social needs in the United States. It is not within the scope of this short paper to discuss the corollary question of whether federal expenditures will lead, or moreover should lead, to a strong federal influence on public education. Harcourt, Brace & World, it can be said, welcomes any democratic and constitutional circumstance, whether local or national in origin, that will encourage American schools to confront the problems of discrimination in our society, for we believe that good publishing thrives on free inquiry and tolerant reflection.

Federal expenditures in education obviously raise questions beyond that of treating the issues of discrimination in race relations. The commitment of huge appropriations inevitably requires that some attention be given to economies in purchasing. Such attention will reveal, in our belief, that pricing practices in the textbook industry reflect the nature of the industry itself, in which there is a high degree of risk and a high degree of competition. Both conditions, in our opinion, tend to result in equitable pricing.

Since the passage of the National Defense Education Act in 1958, the prices of Harcourt, Brace & World textbooks have generally increased, but it is relevant to note that they have increased in relative proportion to the higher costs of materials and processes used in book manufacturing. The attached chart indicates pertinent information, on typical titles, of price increases and cost increases. A great many elements enter into the pricing of an individual textbook. Accordingly, Harcourt, Brace & World always has priced its textbooks individually; we have never proceeded on the basis of "across-the-board" price increases. No generalization about pricing will hold true for all titles.

It is perhaps obvious, but it needs to be said, that a statistical summary (including the chart attached here) cannot represent the difference in kind between textbooks published in 1958 and those published in 1966. One is not comparing the very same product, as, for example, in a comparison of coffee

prices in 1958 and in 1966. Educational books have steadily, over the past twenty years generally and the past ten years especially, tended to increase in complexity, length, and expense of design and production. In order to compare a 1958 book with a 1966 book, one must regard the length of the book, the extensiveness of its printing processes (including the use of color), the number and character of illustrations, and the kinds of materials and consultant services furnished to schools and teachers as aids in using the book. Generally, textbooks have become longer, better illustrated, more expertly written and edited, and more flexible as teaching instruments. All these conditions have caused the single unit to increase in cost and, relatively, in price.

In this connection it should be pointed out that the enterprising educational publisher does not usually publish *a* book. His tendency is to publish a spectrum of materials that will provide abundance and variety in teaching and in learning. Hence, typically, an elementary school textbook series is offered with elaborate teacher's editions or teacher's manuals (free to the school) and consultant service (also free to the school). One must not suggest that the publishers lose money by following this practice—they do not generally—but one must not assume, either, that book publishing is a simple matter of manufacturing and jobbing.

It may be relevant, finally, to suggest that when money is declared to be short for educational materials required for the nation's schools the most logical answer to this need is to increase the amount of money being spent on such materials. For the past quarter century the annual national budget in public schools for printed materials of instruction, expressed as a percentage of annual operating expenses, has been about two per cent. This is not an impressive figure. Whether it is a sufficient expenditure is a question that concerns us all, not only parents, students, teachers, and legislators, but also publishers, whose own interest in American education is hardly financial in whole, and whose commitment to research and creativity on how best to teach all Americans will in real ways help to create a better, braver citizenry.

Prices paid by schools from 1958 to 1966 for representative Harcourt, Brace & World school textbooks

1958 price	1959		1960		1961		1962		1963		1964		1965		1966		Cumulative percent increase	Increase number years
	Price	Per- cent in- crease	Price	Per- cent in- crease	Price	Per- cent in- crease	Price	Per- cent in- crease	Price	Per- cent in- crease	Price	Per- cent in- crease	Price	Per- cent in- crease	Price	Per- cent in- crease		
Clark in Arithmetic: Rev. ed., grade 4— Clark, Junge, Moser	\$1.98	\$2.40	3.0	\$2.10	2.9	\$2.25	7.1	\$2.40	6.7	\$2.40	\$2.52	5.0	\$2.52		\$2.52		27.3	8
Growth in Arithmetic: Discovery ed. 4— Clark, Junge, Clark, Moser							2.40				2.55		2.55		2.55		6.3	4
Elementary Mathematics 4—Payne, Spooner, Clark, Beatty, Wells																		
The Story of American Democracy: 3d ed.— Casner, Gabriel	3.30	3.36	1.8	3.42	1.8	3.72	8.8	3.99	7.3	4.05	(1)	(1)	(1)				22.7	5
The Story of American Democracy: 3d ed. with 1958 supplement	3.30	3.36	1.8	3.42	1.8	3.72	8.8	3.99	7.3	4.05	(1)	(1)	(1)				22.7	5
Story of the American Nation—Casner, Gabriel							3.99				4.20	5.3	4.32	2.9	4.32		8.3	4
Story of the American Nation with 1964 sup- plement											4.20		4.32	2.9	4.32		2.9	2
Story of the American Nation: 2d ed.—Cas- ner, Gabriel 2	2.94	2.94		2.97	1.0	3.09	4.0	3.15	1.9	3.30	4.8	3.30	3.30		3.30		12.2	8
Plane Geometry—Smith, Ulrich											4.20		4.20		4.20		2	2
Geometry: A Modern Course—Smith, Ulrich																		
Adventures in English Literature: Mercury edition—Ingls et al.	3.45	3.48	2.6	3.54		3.72	5.1	3.75	.8	3.75	3.75		3.75		3.75		8.7	8
Adventures in English Literature: Olympic ed.—Ingls, Spear	3.42	3.48	1.7	3.54	1.7	3.63	2.5	3.75	3.3	4.05	4.05		4.05		4.05		18.4	8
Adventures in English Literature: Laureate ed.—Priestley, Spear											3.90	4.0	3.99	2.3	3.99		6.4	3
New Modern American and British Poetry: Mid-Century ed.—Untermyer	1.89	1.95	3.2	1.95		2.01	3.1	2.10	4.5	2.10			2.25	7.1	2.25		19.1	8
Exploring Biology: 4th ed.—Smith	3.45	3.72	7.8	3.90	4.8	4.02	3.1	4.02		4.20	4.5	4.20	4.20		4.20		21.7	8
Exploring Biology: 5th ed.—Smith		3.90		4.02	3.1	4.17	3.7	4.32	3.6	4.50	4.2	4.50	4.50		4.50		15.4	7
Exploring Biology: 6th ed.—Smith, Law- rence															4.80			

Out of print.
\$4.47 for 1967 publication.

Percentage increase in costs from 1958 to 1966 of principal materials and processes used in the manufacture of school textbooks

	Percentage Increase									Increase, number of years
	1959	1960	1961	1962	1963	1964	1965	1966	Cumulative percent	
Composition.....	5	5	4	5	5	5	5	7	33	8
Paper (most widely used type).....	3	3	3	3	3	3	3	3	25	8
Cloth.....	9	9	9	9	9	9	9	9	9	8
Presswork.....	4	5	2	4	3	3	3	3	23	8
Binding.....	4	5	3	3	2	3	3	3	25	8

STATEMENT OF ROBERT W. FRASE, ECONOMIST AND ASSOCIATE MANAGING DIRECTOR,
AMERICAN BOOK PUBLISHERS COUNCIL

THE MEASUREMENT OF CHANGES IN BOOK PRICES

My name is Robert W. Frase, Economist and Associate Managing Director of the American Book Publishers Council. The Council is the trade and professional association for general book publishing—that is, the publishing of books other than textbooks and reference books such as encyclopedias. There are some 190 firms and other business organizations in the Council including all the well known commercial book publishing firms plus publishers of paperbound books, book clubs, religious publishing houses and university presses. In other words the members of the Council publish books of the types that are most purchased and used by public libraries.

I am submitting this statement not for the purpose of supporting the bill—although the Council does support the bill, as might be expected of an association of book publishers. My purpose rather is to place before the Committee and get into the public record a technical discussion of the measurement of book prices. My request to submit this statement was stimulated by the report of the House Committee on Education and Labor on a similar House bill, H.R. 14050. In the House Committee report of May 4 (House Report 1474) the statement is made that “average book prices rose 45% between 1960 and 1965.” This statement is undoubtedly based on the prepared statement of Secretary of HEW Gardner in the House hearings on April 19, 1966, which contained this statement in exactly the same words.

We believe that the record should be clear that there is no foundation in fact for any assertion that average book prices have increased by 45% since 1960. We have no quarrel with Secretary Gardner on this point but believe that there was a lack of precision in the use of statistical materials in the preparation of his testimony. The following is the text of a letter which I wrote the day following Secretary Gardner's House testimony to Dr. Alice Rivlin, Deputy Assistant Secretary of HEW who, I had been given to understand, had been asked by Secretary Gardner to look into the matter of book prices:

APRIL 20, 1966.

DR. ALICE RIVLIN,

Deputy Assistant Secretary for Program Coordination, Room 5041, North Building, Department of Health, Education, and Welfare, Washington, D.C.

DEAR DR. RIVLIN: Since writing you yesterday I have seen a copy of Secretary Gardner's statement today opening the hearings on various bills to amend the Library Services and Construction Act before the Select Subcommittee on Education of the House Committee on Education and Labor. In that statement on page 5 the following sentence appears: “Average book prices rose 45 percent between 1960 and 1965.”

As you continue your study of book prices and book publishing economics I would like an opportunity to discuss with you the price index on which this statement is apparently based, namely the Cost of Library Materials Index, originally developed by William H. Kurth, then at the Library of Congress, later taken over by a committee of the American Library Association, and now compiled annually by the R. R. Bowker Company. This index is published each year in the “Bowker Annual” of Library and Book Trade Information, and also published in HEW Trends. A similar but not identical index is published on periodical prices.

This Library Materials Index was designed for library budgeting purposes and is a useful tool in that connection, but it is by no means a measure of all book prices nor in any way comparable to the Consumer Price Index. It omits paperbound books, textbooks, encyclopedias and “backlist” books (book titles published in previous years but still being sold by publishers) which represent approximately one-half of the sales of general books. These omitted categories have had a more stable price structure.

The Library Materials Index also gives disproportionate weight to high-priced book titles of limited sale. For example, a \$35 art book selling 5,000 copies is given as much weight in the index as a novel selling 100,000 copies in its original \$6 hardbound edition; and perhaps another half-million copies in a 75-cent paperbound reprint edition of the same novel is not contained in the index at all. A true index of book prices would include all books and weight them according to the volume of sales. In addition, changes in quality and size of books (number of pages) are not measured by the Library Materials Index.

As you know, there is always a tendency for important technical refinements to be forgotten in popular usage of statistical material and I am afraid this is what has happened in the case of the Library Materials Index on certain book prices. The qualifications and limitations are omitted.

I am enclosing for your information a copy of a letter I wrote on March 22, 1961 suggesting a designation of the Library Materials Index in HEW Trends which would have made clear that this is by no means an index of all book prices.

In closing let me say again that I should welcome an opportunity of discussing the technical problems of measuring changes in book prices as you get further into your study.

Sincerely yours,

ROBERT W. FRASE.

Our concern about the tendency to use the Library Materials Index as if it were a true index of average book prices dates back several years as indicated by the following letter written to an official of HEW in 1961 suggesting that in the official publication of the Department of HEW—HEW Trends—more care be taken in indicating the nature of the Library Materials Index.

MARCH 22, 1961.

Dr. FRANK L. SCHICK,
*Assistant Director, Library Services Branch, U.S. Office of Education,
Washington, D.C.*

DEAR FRANK: This is the note I promised you about the page on book prices in the March, 1961 issue of HEW Indicators. Since talking to you I have also talked to Mr. Huyck about this and with Bill Kurth.

I would suggest the following modifications in the heading and the introductory sentences prior to the transfer of this material over to the next edition of HEW Trends:

"SELECTED BOOK PRICES

"The average retail price of those books included in the index was \$5.28 in 1958, 43% more than the average in the period 1947-49. Since the base period 1947-49, the retail price of books in the indices in science, technology, law, business and art increased 60% or more; books of fiction rose 32%. The index, which was designed primarily as a tool for library budget preparation, includes less than half of all books published annually in the United States and does not cover any paperbound books, reprint editions, encyclopedias and most textbooks. The category of education covers books about education, not textbooks."

Sincerely yours,

ROBERT W. FRASE.

As I mentioned in my recent letter to Dr. Rivlin, the Council has indicated that it would welcome the opportunity of conferring with the Department of HEW and with the U.S. Office of Education in determining what might be a proper method of measuring average book prices. If this Committee would be interested, I should be glad to furnish for the record a supplementary statement indicating my views as to how a true index of average book prices could be constructed. I believe that the best measure would be the average price per copy paid by purchasers for various categories of books and for books taken as a whole. The information necessary for the preparation of this ideal measurement of what the consumer pays for books does not exist, but there is a measure which is approximately the same—the average price received by publishers per copy.

The attached graphic presentation—Chart F—compares price trends based on the Library Materials Index with those based on the average price received by publishers for four categories of general books. In the chart this latter index is called "Publishers Receipts Index." This chart was part of a presentation made by Dr. Frank Schick, Coordinator of Adult Education and Library Statistics of the U.S. Office of Education, at a conference at Buck Hill Falls, Pa., on April 27, 1966. You will note that the Publishers Receipts Index shows a much lesser rate of increase from the 1957-59 base period than does the Library Materials Index.

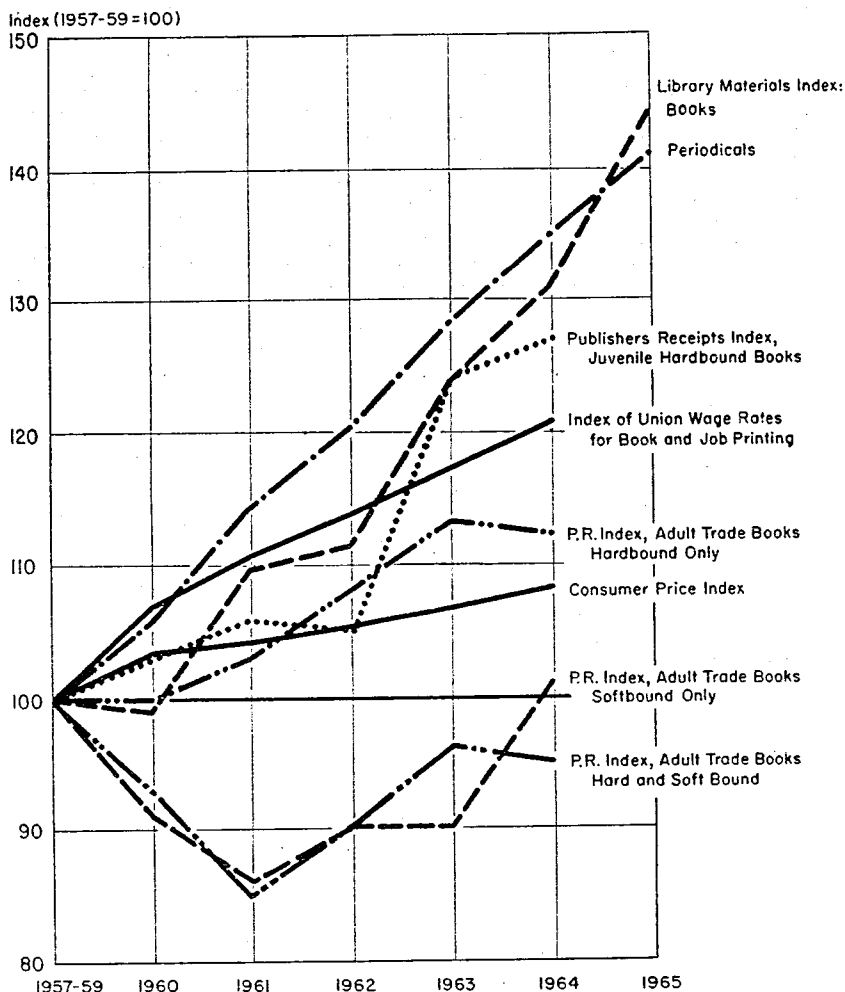
It should be pointed out that the Publishers Receipts Index for Juvenile Hard-bound Books also has a grave deficiency and needs to be recalculated separately for two different types of children's books—those in ordinary or so-called "trade" bindings and those in reinforced bindings for library use, which are more expensive to manufacture. This figure in the chart combines both types of children's books. Since there has been an increasing proportion of the more expensive library bound editions since the 1957-59 base period, the combined index figure has risen disproportionately by virtue of this change in the "mix." It is a little like measuring the average cost of automobiles if one had only two components—Chevrolets and Cadillacs—in a period in which the proportion of Cadillacs in the mix was continually increasing. We hope to go back to the base years of 1957-59 and collect from publishers information on the average price per copy received for these two types of children's books taken separately, and thus to be able to substitute two indexes for the present combined one.

I repeat that we should be glad to cooperate with the Department of HEW, the Office of Education and this Committee in arriving at a proper base for measuring changes in book prices. Meanwhile, we would hope that there would be more care in inserting the proper qualifications in any discussion of book prices based on the Library Materials Index.

Let me say in closing that we appear to be facing temporary production and distribution bottlenecks in meeting the large increase in demand for certain types of books on which the demand growing out of the Elementary and Secondary Education Act of 1965 appears to be concentrating. We should be very happy if the Government agencies concerned, such as the Departments of Commerce and HEW, would sponsor a meeting of publishers, book manufacturers, book wholesalers, educators and librarians to discuss what might effectively be done to alleviate this production problem, which in turn might exert some upward pressure on book prices in the future. Let me add that this pressure of suddenly increased demand has not yet occurred in full force because of delays in getting the machinery of the Elementary and Secondary Education Act into operation. It is only now that the orders from the schools for books financed under the ESEA are beginning to flow into book wholesalers and publishers in significant amounts.

CHART F

Book, Library Materials and Related Price Indices 1957/59-1965



Sources: *Bowker Annual, 1966*, American Book Publishers Council and *Statistical Abstract of the U.S.*

STATEMENT BY DAN LACY, MANAGING DIRECTOR, AMERICAN BOOK PUBLISHERS COUNCIL

We are gratified that the interest of the Education and Labor Committee in the treatment of minority groups in textbooks extends also to the contribution that general children's books as used in school libraries can offer to intergroup understanding. More than 2,500 new children's books are published in the United States annually, and more than 35,000 different children's books are in print.

Today probably 80% of all the more substantial children's books are bought by libraries, and the majority of those are in fact bought by and used in elementary schools.

Because the enormous number and variety of children's books makes it possible for a good school library to provide each child with books that appeal to his interests, are appropriate to his level of reading ability, are relevant to his background, and respond to his needs, they provide the schools with an extraordinarily potent and flexible resource to complement the textbooks and other basic instructional materials.

The special importance of children's books, precisely because of this variety and diversity, in providing understanding and cultural bridges among the children of America's varied and diverse religious and ethnic groups has long been recognized. This role of children's books has been a matter of special concern to authors, illustrators, and publishers of children's books for more than 20 years. Over that entire period attention to the problem has been continuous. It long antedates recent civil rights, educational, and anti-poverty legislation, although all of those acts have greatly aided this mission of children's books.

The latent concern over these issues became focussed during the second World War, when shock at Nazi racism forced a reexamination of racist attitudes in American life. During the war years educators, librarians, psychologists, and religious leaders began many efforts at an examination and appraisal of the overt and covert racial attitudes contained in children's books, sharing the concern of authors, illustrators, and publishers. They sought to identify and eliminate damaging stereotypes, but more importantly, to seek out and encourage the affirmative contributions to self-understanding and to the understanding of each group by others.

An article entitled "Intercultural Books for Children" by Mrs. Helen Trager appearing in the November 1945 issue of *Childhood Education* was able even at that early date to identify 22 lists of children's books that were recommended by various responsible agencies such as the Child Study Association, the Council on Books in Wartime, the American Jewish Committee, the Julius Rosenwald Fund, and the National Conference of Christians and Jews for their value in making an affirmative contribution to intergroup understanding. These lists cited no less than 253 different books for that value.

Since that time, attention has been continuous and growing. The concern of authors, illustrators, and publishers owes more than it can ever repay to the efforts over two decades of two distinguished librarians, Augusta Baker and Charlamae Rollins, the directors, respectively, of children's services at the New York Public Library and the Chicago Public Library. Though as it happens both Mrs. Baker and Mrs. Rollins are Negroes, their affection for and understanding of all children of whatever race, is all encompassing; and they have both made indispensable contributions to the creation and use of children's books in ways that help all children better to understand themselves and each other. Each of them has been willing tirelessly to consult with and counsel writers, illustrators, editors, and publishers.

Another important factor in the development of a more sensitive and effective concern was the work of Lucy Sprague Mitchell of the Bank Street School. Mrs. Mitchell, in courses on writing for children, gave her students a special insight into the problems of the treatment of children of minority groups, and made a particular effort to recruit and train Negro authors of children's books.

To the more than 250 children's books that were cited for their contributions to intergroup understanding in the various lists compiled during the War and mentioned in Mrs. Trager's article could be added hundreds more that appeared in the late 1940's and 1950's. Most of these dealt with Negro life, but many gave attention to the children of other minority groups: East European immigrants, Mexican-Americans, Indians, and children of Chinese and Japanese descent. At the same time, numbers of older books, often quite popular and successful, were allowed to go out of print or were revised to eliminate objectionable features that had originally been quite innocently included. The attention of the industry was stimulated by frequent conferences with educators, librarians, social workers, and others concerned with the problem; and the treatment of human relations became one of the major factors considered in the appraisal of new children's books by review media and services.

There remained, however, two main problems: one intellectual and one commercial. On the intellectual or editorial side, it was easy to recognize and avoid certain negative elements; the use of an exaggerated, "fake" dialect by

Negro characters; the use of unrealistic stereotypes of the Negro as simpleton or buffoon or servile "darky"; the failure to portray Negroes holding responsible positions or playing dignified roles. It was easy also to recognize certain desirable positive elements: for example, the portrayal of Negroes and whites in normal and unforced relations in which each accepted the other simply as a human being.

Such criteria were of course relevant to all children's books, no matter what the race of their readers. But in recent years there has been an increasing concern about books specifically for the child of minority groups, and especially for the very poor, academically unsuccessful Negro child living in urban slums. Most children's books, it was felt, dealt with matters outside his experience, from a point of view alien to his, using a vocabulary with which he was unfamiliar, and written at a level of reading difficulty beyond his competence. Books, on the other hand, within his reading skill were likely to have been written for much younger children and hence to seem childish and irrelevant to him. Do such children need to have books written specially for them, confined to a predetermined vocabulary and subject matter? There is, on the one hand an obvious need for books of greater relevance and books that are easy to read without being childish. But equally there is a danger of providing such a child with a barren, written-to-order book produced artificially and without the breath of life, without giving him access to truly great children's books of universal appeal which he needs as much, if not more, than luckier children and which with some preparation he would be equally ready to enjoy and be moved by. Children of meager background and cultural experience have a greater, not a smaller, need for the very finest books that the creative mind can produce.

Fortunately, the very range and variety of children's books and the resources of good school libraries mean that such questions do not have to be answered on an "either/or" basis. A school library can and should have both books whose vocabulary and sentence structure are tailored to the temporary limitations of a deprived child and books that stretch his mind and reading skills; both books that hold up a mirror to a life he knows and can recognize and can be helped to understand and books that open a window to a world within the reach of imagination; both books deliberately written to appeal to his special needs and interests, even to his special limitations, and books that unite him with all children in a common wonder and excitement.

But there were many technical questions that remained unanswered for authors and publishers attempting to produce books especially for the culturally disadvantaged child. It is easy to say "simple vocabulary," but how simple? It is easy to say "Appeal to their special interests and experience," but what are they and how to appeal to them? There was very little real knowledge of how to interest the culturally deprived child in reading and make it a rewarding and exciting experience for him, because almost no one had really tried to do so.

Children's books as recently as even five years ago had eliminated harmful stereotypes and included hundreds of titles that would help privileged white children better to understand and respect Negroes and would strengthen the self-respect of relatively privileged Negro children who read them, but they had made little effort to reach the truly underprivileged, marginally literate, culturally destitute child of the rural or urban slums, whatever his race.

This failure was related to the economic problem. Children don't buy books; other people buy books for them: parents and grandparents and uncles and aunts; school boards and libraries and Sunday schools. But until almost yesterday nobody bought books for the child of the slums, black or white, rural or urban. Their parents often were uninterested, and had neither money nor knowledge when they were. Slum churches have no libraries, and until the last very few years neither did the schools of impoverished districts. As recently as two years ago, the elementary schools of New York, the nation's greatest city, and Washington, its capital, had no school libraries, and this was only too true of urban schools generally and of those of poor rural areas. The children of homes barren of books went to schools barren of books. Only the public libraries, with pitifully limited funds and too often with limited contact with the culturally neediest children made a serious effort to serve them. And the children of the rural slums often had no public library services at all. The segregation of many public libraries in some southern states further limited the service to Negro children. One consequence of society's ignoring the book needs of these disadvantaged children was that there were no funds for research or opportunities for experience in determining the kinds of books required to meet their special needs. Another consequence was that when a publisher did try to produce a

book to serve the special needs of the culturally disadvantaged child, he had almost no one to sell it to and no way to see it reach the child.

All this has been radically changed by the enactment of the Federal Library Services and Construction Act and the Economic Opportunity Act and especially by the Elementary and Secondary Education Act. For the first time there are funds to buy library books in quantity for poor children and a will to meet their special needs. Schools and libraries are able to gain experience, do research, and sharpen their definitions of the kinds of books needed for this purpose. Publishers can afford to invest in the preparation and production of books and series specially intended to serve the disadvantaged child and the child of ethnic minorities, knowing that a market will exist for good books so designed.

The result has been an outpouring of general books, in addition to textbooks, which is just beginning. Witnesses have described to the committee three special programs of distinction in this field: the Youth Books series published by Doubleday and Company, the Portal Books series published by John Wiley and Sons, and the book program of the Johnson Publishing Company. These could be paralleled by similar undertakings of a number of other companies, in addition to literally hundreds of individual titles that have appeared or are in progress.

The production of actual books is, of course, the province of individual companies; but the industry as a whole, through its trade organizations, has long devoted its efforts to encouraging and stimulating attention to this problem. As early as 1954 the American Book Publishers Council sponsored a conference on the Development of Lifetime Reading Habits, which led to the publication of an influential report that emphasized the basic importance of a strong system of school libraries to provide a wide range of books to appeal individually to children with special interests, abilities, or problems. Constant emphasis of this need over the years through such means as National Library Week, the Knapp School Library Demonstration Project, and the 1961 Conference on Books in the Schools helped to build up state, local, and finally Federal support for school libraries for all children and not just those of the privileged suburbs.

More recently there have been a series of organized conferences and meetings intended to bring publishers and editors together with librarians, educators, and public officials specially concerned with problems in this area. These included a conference, 1964, sponsored jointly with American Textbooks Publishers Institute on books for adults and young adults with limited reading ability; a conference sponsored jointly with the National Book Committee and the Harvard-M.I.T. center for urban studies in 1963 which was largely devoted to the problems of book and library services for culturally deprived children and youth and which resulted in the publication of *The Public Library and the City* by the M.I.T. Press; a conference in April 1966 on the school and library market for trade books which enabled publishers to learn more about the dimensions and character of the need for books in the new Government programs; and a conference in May 1966 jointly sponsored with the National Book Committee, the Children's Book Council, and the International Reading Association on "Children's Books in a Changing World" which was primarily devoted to the special book needs of culturally deprived children.

Obviously it is not the role of either the Government or of organizations like the American Book Publishers Council to undertake to prescribe the editorial content, treatment, or point of view of books. We see our role at the Council as one of creating the maximum possible opportunities for communication between teachers, librarians, educational leaders, social agencies and others working with children on the one hand, and publishers, editors, and authors on the other, so that those who create and issue children's books may have a sensitive awareness of needs and a sharing of psychological and cultural insights. We shall continue to do everything we can in that direction.

The educational legislation for which your Committee has been so largely responsible has opened a new era. For the first time in our history society has manifested a deep and focused interest in providing books for children for whom their ethnic background or the economic hardships of their parents create special needs, and for the first time there is money to achieve something. For twenty years or more authors, editors, and publishers and the educators and librarians with whom they work have had almost a missionary sense of the potential role of children's books in helping to open the whole world to these isolated children. Now an opportunity has been created to make that role a reality. All of those concerned with children's books will be doing their utmost to make it so.

We are grateful to this Committee for its leadership in providing that opportunity. We hope that you will act vigorously in continuing and enlarging the Government's support of programs to make a rich and wide range of children's books available through their school libraries to all children, so that every child will be able to find the books that respond to his own individual needs, anxieties, and hopes, and open for him the doors that lead to his own individual paths to maturity and self-realization.

(Material submitted by the American Textbook Publishers Institute:)

METHODS BY STATES OF SELECTING TEXTBOOKS

Elementary Textbooks

Basal: California, North Carolina.¹

Multiple: Alabama, Alaska, Arizona, Arkansas, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Kentucky, Louisiana, Mississippi, Nevada, New Mexico, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia, West Virginia.

Open: Colorado, Connecticut, Illinois, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, Washington, Wisconsin, Wyoming.

High School Textbooks

Basal: North Carolina (2 books).

Multiple: Alabama, Alaska, Florida, Georgia, Idaho, Indiana, Kentucky, Louisiana, Mississippi, Nevada, New Mexico, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia.

Open: Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Hawaii, Illinois, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, Washington, West Virginia, Wisconsin, Wyoming.

Open: School districts or schools may select the books of their choice. In some instances publishers are required to file listings or catalogs indicating the prices for books.

Multiple: Three or more series of books adopted for definite period of time. Schools or school districts may make their choice from the multiple list.

Basal: Single book adopted for a definite period. This book must be used to the exclusion of all others as the basal text—a book for each child. Co-basal: Two books are adopted under a definite contract period and two must be used.

REPORT ON SELECTION PROCEDURES IN TEXTBOOK ADOPTION STATES

Alabama

A State Textbook Committee is appointed by the Board of Education upon the recommendation of the State Superintendent. The Committee is composed of 14 members engaged in instructional work in State Tax supported public education (6 classroom teachers in elementary grades; 6 classroom teachers in high school grades; 2 without regard to classification in school system). The term of office is 1 year. The Committee recommends 3 books for each specific subject to the Board of Education. The Board may select basal, dual or multiple adoptions from these recommendations and determines the length of time each book will be used. The adoption covers a period of 4 years. However, the Board is empowered to extend or renew contracts but only following a State Textbook Committee recommendation. Approximately one-fourth of the textbooks are reviewed each year. The Board of Education may purchase books for the public schools or contract for consignment.

Arkansas

Elementary grades.—State Selecting Committees composed of 5 teachers or supervisors of elementary subjects in which adoption is called are nominated

¹ Co-basal for Reading Grades 1-3.

by the State Commissioner and approved by the Board of Education. The Committees serve for only one adoption and recommend a minimum of 4 series or a maximum of 6 series. Basal subjects require local adoption. Supplemental subjects do not. Books are contracted for a period of 6 years by the Board of Education.

High schools.—There is no state adoption of high school texts. Superintendents of high schools have full authority to make adoption whenever they see a need for changing the adoption.

Florida

Each year the State Board of Education appoints separate textbook committees for each subject field up to a maximum of 12 committees. There is one committee for elementary school textbooks and one committee for high school social studies, with additional committees for high school subject fields up to a maximum of 12 committees. The elementary committee and the high school social studies committee consist of 12 members each, including 4 lay citizens on each of the 2 committees. The other committees consist of up to 9 members each, including at least one lay citizen on each committee. The State Superintendent and a member of his department are ex officio members of each committee. The committee makes recommendations to the State Textbook Purchasing Board. The Board selects and adopts not more than 3 textbooks for each grade and subject field, except in reading in the elementary school where not more than 5 books may be adopted. The State Textbook Purchasing Board, composed of the Board of Commissioners of state institutions, enters into contracts with publishers. The term of adoption is 5 years.

Georgia

The State Board of Education selects a committee composed of individuals actually engaged in public school work to examine books and make recommendations to the Board. There are 10 members on the committee—one from each Congressional District. Not less than \$3.00 per year per child is appropriated by the state annually for the purchase of textbooks. Textbooks are adopted on a 5-year cycle according to an established plan. Contracts may be extended for a period of 2 years.

Kentucky

The State Board of Education appoints a State Textbook Commission of 8 members for a term of 4 years. The Superintendent of Public Instruction is an elective official, and member and Secretary of the Commission by statutory law. All members must have had 4 years of college work; 5 members must be classroom teachers; 2 members administrators or supervisors, and 1 member from a higher institution of learning with teacher training. The Commission approves a state multiple list (not more than 10 per subject and grade) from which the local school units may adopt as many as 3 books per subject and grade. Books are listed and adopted for a period of 4 years; one-fourth are adopted each year. For the required subjects, textbooks are state furnished for the public schools. State funds are allocated to local school districts on the basis of pupil membership. Supplementary books are pupil furnished. High School books are purchased by adoption groups.

Louisiana

Textbooks are examined by professional committees appointed by the State Board of Education. The committees make recommendations to the State Board of Education which is the adopting authority. The Board reserves the right to adopt one or more titles in any subject or grade.

Mississippi

The Mississippi State Textbook Purchasing Board consists of 5 members—the Governor who is ex officio chairman, the State Superintendent of Education and 3 members appointed by the Governor (educators at least 30 years of age). The Board serves for a period of 4 years and adopts and purchases textbooks for grades 1–12. Books are adopted for not less than 4 years nor more than 5 years with the possibility of extended contracts for an additional two years.

There is a Rating Committee in each field in which textbooks are to be considered which assists. Each of these committees is composed of 7 members. The State Superintendent appoints 3 members of each committee (experienced teachers or supervisors professionally trained in the particular field) plus 4 members, appointed by the Governor, who are competent to participate in the appraisal of books in each field. These committees recommend 6 books for each adoption to be made. The Board usually selects 3 books from the committee recommendations in each subject except reading for which 5 are selected. The Board has complete power over selection and adoption, including making single basal adoptions. The State Textbook Fund consists of amounts appropriated by the Legislature.

New Mexico

The State Board of Education appoints appraisal committees and sub-committees covering all related subjects. Members include people experienced in the field under consideration with privilege of getting help from teachers. The sub-committees present findings to main committees for appraisal and the committees make recommendations to the Board of Education. The normal period of contract is 6 years. Funds are allocated on A.D.A. basis and per capita allowance varies from year to year.

North Carolina

The Governor, upon the recommendation of the State Superintendent, appoints a Textbook Commission of 12 members who shall hold office for 4 years. Seven must be outstanding teachers or principals in the elementary grades, and five must be outstanding teachers or principals in the high school grades. One of the members may be a county or city superintendent. Opinions of experts in technical fields may be obtained. Members of Commission evaluate books in their own grade division. From evaluations, the State Board of Education selects a multiple list and adopts, for a period of not less than 5 years, 2 basal primers for the first grade, 2 basal readers for each of the first three grades, 1 basal reader for grades 4-8 inclusive, and 1 basal book or series of books on all other subjects required to be taught in the first 8 grades, and 1 basal book for all subjects taught in the high school grades. The Division of Textbooks is responsible for the purchase of textbooks.

Oklahoma

The Textbook Committee is appointed by the Governor and is composed of 8 members (2 each year) who must be active educators and serve 4 years. The Committee makes selections on a multiple basis (5 in each subject or field). Opinions of subject matter experts may be obtained. The Textbook Division, by authority delegated by the State Board of Education, makes all purchases for the individual schools. Funds are appropriated and allocated to each school district on an enrollment basis. The 1961-62 allocation is \$3.15 per enrolled student in grades 1-12. The textbook fund is non-fiscal. The present annual appropriation is \$1,560,000.

South Carolina

The State Board of Education makes adoption of uniform list of books. The state law makes no attempt to define the method that the State Board uses in adopting books.

Tennessee

The State Textbook Commission is composed of 7 members, 6 of whom are appointed by the Governor for staggered terms of 3 years each. One member shall be a county superintendent of schools; one shall be a city superintendent of schools; one shall be a school principal; one shall be a teacher or supervisor in the lower grades (grades 1 to 3, inclusive); one shall be a teacher or supervisor in the intermediate grades (grades 4 to 8, inclusive); and one shall be a teacher or supervisor of upper-grade subjects (grades 9 to 12, inclusive). The seventh member is the State Commissioner of Education who is ex officio Secretary of the State Textbook Commission with the right to vote. At least one member of the Commission shall be appointed from East Tennessee; at least one shall be appointed from Middle Tennessee; and at least one shall be appointed from West Tennessee. All current textbook contract periods are 5 years in length with a total of 5 years required to complete official listings in all grade and subject areas. However, present statutes permit contract periods of 4 years in length but not less than 3 years in length. The Commission determines the policies and the conditions under which books may be added to its official list of textbooks and also the policies and conditions under which books may be removed from its official list of textbooks. A list of at least 4 books in each subject and grade is compiled, provided that that many books are available and of sufficient merit to warrant being listed.

Texas

The State Textbook Committee is appointed by the State Board of Education upon recommendation of the State Commissioner of Education and is composed of 15 members (no two may live in the same Congressional District). They are appointed for a term of 1 year. The majority must be classroom teachers and all members must have had training and have recognized ability as teachers in the subject field for which adoptions are to be made each year. The Committee recommends to the Commissioner a complete list of textbooks which it approves for adoption at the various grade levels and in the various school subjects. The Commissioner may remove books from a list but may not add to a list. The Commissioner submits the recommended list to the State Board of Education who likewise may remove books from a list but may not add to it. The Board adopts a multiple list of books for the elementary schools and a multiple list for the high schools. The lists include no fewer than 3 nor more than 5 books on specific subjects (unless fewer than 3 are offered for adoption).

The State Board of Education purchases the books from the contractors. The State Text Book Fund consists of a fund set aside by the State Board of Education from the available school fund plus all moneys accruing from the sale of disused books and that derived from the purchase of books from local Boards by private individuals, schools, etc.

Virginia

The State Board of Education selects the textbooks. Preliminary work is done by the Board's Textbook and Curriculum Committee composed of 4 members. The Committee utilizes the assistance of the professional staff of the State Department of Education and individual evaluators selected from supervisory and teaching personnel represent the instructional areas for which textbooks are to be adopted. Persons outside the field of education are sometimes invited to assist the Committee. Basal books are adopted for 6 years unless the books become obsolete or unless a change would result in a material decrease in price. The State Board of Education has authorized staggered adoptions in designated subject areas with one-third of all books coming up for adoption every two years.

State textbook adoption plans

Subject area	Grade level	Adoption cycle (years)	New adoption due
ARKANSAS			
Arithmetic.....	3 to 8 inclusive.....	6	1971
Geography.....	4 to 7 inclusive.....		
Health.....	3 to 6 inclusive.....		
History.....	5 to 7 inclusive.....		
Language.....	3 to 8 inclusive.....		
Readers.....	1 to 6 inclusive.....		
Spellers.....	2 to 8 inclusive.....		
Elementary science.....	1 to 6 inclusive.....		
General science.....	7 to 8 inclusive.....		
Supplemental subjects: The following subjects are supplemental and do not require local adoptions:			
Arithmetic.....	1 and 2.....		
Agriculture.....	8.....		
Art.....	1 to 8 inclusive.....		
Civics.....	8.....		
Conservation.....	1 to 8 inclusive.....		
Dictionaries.....	2 to 8 inclusive.....		
Geography.....	1 to 3 and 8.....		
Handwriting.....	1 to 8 inclusive.....		
Health.....	1 to 2, 7 and 8.....		
History.....	1 to 4 and 8.....		
History (Arkansas).....	5.....		
Home Economics.....	8.....		
Language.....	1 to 2.....		
Literature.....	7 to 8.....		
Music.....	1 to 8 inclusive.....		
Readers, supplementary.....	1 to 6 inclusive.....		
Readers, supplemental.....	7 to 8.....		
Readers, social study.....	1 to 6 inclusive.....		
Safety.....	1 to 8 inclusive.....		
Call for bids is made in March of the preceding year:			
Readers.....	1 to 6 inclusive.....		1968
Readers, social study.....	do.....		
Readers, supplementary.....	do.....		
Readers supplemental.....	7 to 8.....		
Literature.....	do.....		1969
Art.....	1 to 8 inclusive.....		
Health.....	do.....		
Science, elementary.....	1 to 6 inclusive.....		
Science, general.....	7 to 8.....		1970
History.....	1 to 8 inclusive.....		
Arkansas history.....	5.....		
Civics.....	8.....		
FLORIDA			
Music.....	1 to 5.....		1968
Science.....	1 to 6.....		
Literature.....	4 to 6.....		
Social studies.....	do.....		
General business.....	Secondary school.....		
Driver education.....	do.....		
French.....	do.....		
Spanish.....	do.....		
Homemaking.....	do.....		
Reading.....	do.....		
General math.....	do.....		1969
Algebra.....	do.....		
General business.....	do.....		
French.....	do.....		
German.....	do.....		
Russian.....	do.....		
Spanish.....	do.....		
Industrial education.....	do.....		
General math.....	do.....		
Algebra.....	do.....		
Advanced high school math.....	do.....		1970
Biology.....	do.....		
Arithmetic.....	1 to 6.....		
Reading.....	do.....		
Language arts.....	1.....		
Handwriting.....	1 to 6.....		
Spelling.....	2 to secondary school.....		
Dictionary.....	3 to 5.....		
Industrial education.....	Secondary school.....		
Language arts.....	do.....		
Literature.....	do.....		1970
Geometry.....	do.....		
Advanced high school math.....	do.....		
History and literature of music.....	do.....		
General science.....	do.....		

State textbook adoption plans—Continued

Subject area	Grade level	Adoption cycle (years)	New adoption due
GEORGIA			
Citizenship and civics	5 to high school		1967
Economics	11 to high school		
Geography	3 to high school		
Unified geography and history	1 to 8		
Georgia history and government	3 to high school		
American Government	7 to high school		
American history	High school		
World history	do		
History	3 to 9		
Vocational guidance	9 to high school		
Conversation	High school		
Crops	9 to high school		
Farm management	High school		
Farm mechanics	do		
General agriculture	7 to high school		
Livestock	9 to high school		1968
Poultry	do		
Bookkeeping	11 to high school		
Business English	9 to high school		
Business law	11 to high school		
Business math	10 to high school		
Business spelling	9 to high school		
Commercial geography	10 to 12		
General business	9 to high school		
Salesmanship	11 to high school		
Secretarial and clerical training	do		
Shorthand	10 to high school		
Typewriting	9 to high school		
Clothing	do		
Food	7 to high school		1969
Home living and home management	do		
Personality and personal problems	do		
Drafting, mechanical, and architectural drawing	do		
Electricity, electrons, and radio	do		
Graphic arts, photography, and printing	do		
Industrial crafts: Plastics, leather, ceramics	7 to 12		
Woodworking and furniture making	7 to high school		
Metalworking	do		
Power mechanics, auto mechanics	do		
General shop	do		
Advanced math	11 to high school		
Algebra	9 to high school		
Arithmetic	1 to 8		
General math	9 to high school		1970
Geometry	10 to high school		
Trigonometry	11 to high school		
Supplementary mathematics	8 to 12		
Music	Kindergarten to high school		
Biology	10 to high school		
Chemistry	12 to high school		
Elementary science	1 to 8		
General science	7 to high school		
Driver training	High school		
Physical education	8 to 12		
Physics	11 to high school		
Science readers	2 to 4		
Dictionaries	1 to high school		
Dramatics	9 to high school		
English grammar	Kindergarten to high school		1970
Handwriting	do		
Journalism	9 to high school		
Speech	1 to high school		
Spelling	1 to 12		
French	1 to high school		1970
German	9 to high school		
Latin	do		
Russian	do		
Spanish	1 to high school		1970
Art appreciation	do		

State textbook adoption plans—Continued

Subject area	Grade level	Adoption cycle (years)	New adoption due
KENTUCKY			
Geography	3 to 7	4	1967
Kentucky geography	7		
History	4 to 8		
Related social studies	1 to 6		
Unified social studies	1 to 8		
Guidance	7 to 8		
Citizenship	9		
World geography	9 to 10		
Ancient medieval history	9		
Modern history	10		
World history	10		
U.S. history	11		
Problems of American life	12		
Advanced government	12		
Economics	11 to 12	4	1968
Sociology	do		
Social psychology	do		
Language	3 to 8		
Spelling	2 to 8		
General art	1 to 8		
Elementary science	1 to 6		
Kentucky history	7		
Government	8		
Composition	9 to 12		
Literature	do		
Public speaking	do		
Journalism	11 to 12		
Dramatics	10 to 12	4	1969
Creative writing	11 to 12		
Fundamentals of reading	9 to 12		
Graphics	do		
Drawing and painting	do		
3-dimensional art	do		
Art appreciation	do		
Crafts	do		
Latin	do		
French	do		
Spanish	do		
German	do		
Composition handbooks	7 to 12	4	1969
Dictionaries	1 to 12		
Arithmetic	1 to 8		
New math concepts	do		
General math	7 to 8		
Elementary science	1 to 6		
General science	7 to 8		
Introduction to biological science	do		
Earth space science	8		
Health group	1 to 8		
General math	9		
Algebra	9 to 11		
Arithmetic	10		
Plane geometry	9 to 11	4	1969
Solid geometry	11 to 12		
Trigonometry	do		
Advanced general math	12		
General math	9 to 11		
Algebra	do		
Plane geometry	10 to 11		
Advanced general math	10 to 12		
Analytics and calculus	11 to 12		
General science	9		
Earth space science	9		
Biology	9 to 10		
Introduction to chemistry and physics	do		
Chemistry	11 to 12		
Physics	do		
Physical science	10 to 12		
Aviation education	11 to 12 (no bids)		
Biology	9 to 12		
Chemistry	do		
Health education	do		
Anatomy and physiology	11 to 12		
Physical education	(No bids)		
Driver education	10 to 12		

State textbook adoption plans—Continued

Subject area	Grade level	Adoption cycle (years)	New adoption due
KENTUCKY—continued			
Reading.....	1 to 8.....	4	1970
Literature.....	do.....		
Handwriting.....	do.....		
General music.....	do.....		
Introduction to industrial arts.....	7 to 8.....		
Business education.....	do.....		
General agriculture.....	do.....		
General home economics.....	do.....		
General music.....	9 to 10.....		
Music history and/or appreciation.....	10 to 12.....		
Theory of music.....	11 to 12.....		
General shop.....	9 to 12.....		
General drafting.....	do.....		
NEW MEXICO			
Agriculture.....	7 to 12.....		1967
English.....	9 to 12.....		
Journalism.....	High school.....		
Literature.....	1 to high school.....		
Phonics.....	1 to 5.....		
Psychology.....	High school.....		
Elementary science.....	Kindergarten.....		
Junior high science.....	Junior high school.....		
High school science (including advanced).....	High school.....		
Speech and drama.....	do.....		
General math.....	High school.....		
Advanced math.....	do.....		
Materials for updating math.....	7 to 12 and high school.....		1968
Current experimental materials.....	High school.....		
Algebra.....	do.....		
Geometry—Plane and solid.....	do.....		
Trigonometry.....	do.....		
Arts and crafts.....	1 to high school.....		
Industrial arts.....	7 to high school.....		
Bookkeeping.....	High school.....		
Business arithmetic.....	do.....		
Business English.....	do.....		
Business law.....	do.....		
General business.....	do.....		
Advanced general business.....	do.....		
Office practice.....	do.....		
Salesmanship.....	do.....		
Shorthand (1st and 2d years).....	do.....		
Typewriting.....	do.....		
French.....	7 to high school.....		1971
German.....	High school.....		
Latin.....	do.....		
Russian.....	do.....		
Spanish.....	do.....		
Health.....	Junior and Senior high school.....		
Physical education.....	1 to 12.....		
Conversation.....	3 to 12.....		
First aid and safety.....	7 to high school.....		
Spelling.....	High school.....		
Reading.....	1 to 3.....		
Geography and fusion geography, American history.....	6 to 12.....		
New Mexico history.....	High school.....		(1)
Biology.....	do.....		
Chemistry.....	do.....		
Physics.....	do.....		
Music.....	Kindergarten to high school.....		
Guidance.....	High school.....		
Social studies.....	5 to high school.....		
Materials for handicapped students, miscellaneous reading reference materials:			
Dictionaries.....	4 to high school.....		
Encyclopedias.....	Elementary to high school.....		
Filmstrips and records.....	do.....		
Maps, globes, charts, and Atlases.....	do.....		
Tests.....	do.....		

State textbook adoption plans—Continued

Subject area	Grade level	Adoption cycle (years)	New adoption due		
OKLAHOMA					
Spelling.....	2 to 8.....	6	1967		
Social studies.....	1 to 8.....				
Geography.....	2 to high school.....				
American history.....	5.....				
European history.....	6.....				
U.S. history.....	7 to 8 and junior high school.....				
Civics.....	7 to 8.....				
Community civics.....	9.....				
Civics (government).....	11 to 12.....				
Physical education.....	9 to 12.....				
Safety.....	do.....				
Arithmetic.....	1 to 8.....				
Mathematics.....	Junior and senior high school.....				
Oklahoma history.....	6 to 7 and high school.....				
American history.....	11 to 12.....				
Ancient and medieval history.....	High school.....				
Modern history.....	do.....				
World problems of democracy.....	do.....				
Sociology.....	do.....				
Economics.....	11 to 12.....				
Art.....	1 to 8.....	6	1968		
Health.....	6.....				
Mechanics: Woodworking.....	High school.....				
Mechanical drawing.....	do.....				
Welding.....	do.....				
Electricity.....	do.....				
Hand woodworking.....	do.....				
French.....	do.....				
German.....	do.....				
Latin.....	do.....				
Russian.....	do.....				
Spanish.....	do.....				
Literature.....	1 to 8.....				
Anthologies and literature.....	9 to 12.....				
Reading.....	1 to 8.....				
Penmanship.....	1 to 7.....				
Music.....	1-H.S.			6	1970
Grammar: Language.....	2-H.S.				
Journalism.....	H.S.	6	1971		
Public speaking.....	do.....				
Guidance.....	do.....				
TENNESSEE					
Arithmetic.....	3 to 9.....	5	1967		
Business arithmetic.....	9 to 12.....				
Algebra.....	do.....				
Geometry (plane, solid, and unified).....	10 to 12.....				
Trigonometry.....	12.....				
Advanced math.....	12.....				
Math (Vocational, related, and applied).....	9 to 12.....				
Bookkeeping.....	9 to 12.....				
Business English.....	do.....				
Business law.....	do.....				
General business.....	do.....				
Office practice.....	do.....				
Secretarial practice.....	do.....				
Shorthand.....	do.....				
Typewriting.....	do.....				
Distributive education.....	do.....				
Driver education.....	7 to 12.....				
Music.....	1 to 12.....			5	1968
Art.....	do.....				
Crafts.....	7 to 12.....				
Auto mechanics.....	9 to 12.....				
Bricklaying, tile.....	do.....				
Setting and masonry.....	10 to 12.....				
Carpentry.....	do.....				
Drawing, architectural, and mechanical.....	7 to 12.....				
Electricity.....	do.....				
Foundry.....	10 to 12.....				
General shop.....	7 to 12.....				
Machine shop.....	9 to 12.....				
Plumbing.....	10 to 12.....				
Printing.....	7 to 12.....				
Radio-television and electronics.....	9 to 12.....				
Sheet metal.....	7 to 12.....				
Tailoring.....	9 to 12.....				
Upholstering.....	do.....				
Welding.....	do.....				
Woodworking and cabinetmaking.....	7 to 12.....	1 to 12			
Reading.....	1 to 12.....				
Literary.....	1 to 8.....				

State textbook adoption plans—Continued

Subject area	Grade level	Adoption cycle (years)	New adoption due
TENNESSEE—Continued			
History.....	4 to 8.....	5	1969
Integrated social studies.....	3 to 8.....		
Civics.....	7 to 9.....		
Geography.....	3 to 8.....		
Commercial geography.....	9 to 12.....		
World geography.....	do.....		
Economics.....	do.....		
American Government.....	do.....		
Sociology.....	do.....		
American history.....	do.....		
World history.....	do.....		
Ancient history.....	10.....		
Modern history.....	11.....		
Psychology.....	9 to 12.....		
Agriculture.....	do.....		
Home economics.....	7 to 9.....	5	1970
Health and physical education.....	1 to 8.....		
Science and conservation.....	1 to 9.....		
Biology.....	9 to 12.....		
Chemistry.....	11 to 12.....		
Physics.....	12.....		
Aerospace science.....	11 to 12.....		
Physical science.....	9 to 12.....		
TEXAS			
English composition I.....	High school.....	4	1969
English composition II.....	do.....		
English composition III.....	do.....		
English composition IV.....	do.....		
Basal reading:		5	1970
Readiness.....			
Preprimer.....			
Primer.....			
Basal reading.....	1,2 L/2, 3 L/2.....		
Supplementary reading:			
Preprimer.....			
Primer.....			
Supplementary reading.....	1 to 3.....		
Geography.....	3.....		
Agriculture.....	7 to 8.....		
Elementary Spanish.....	3 to 6.....		
Trigonometry.....	High school.....		
Physical and health education.....	do.....		
Chemistry.....	do.....		
Economics.....	do.....		
Related mathematics II.....	do.....		
VIRGINIA			
Geography.....	5 to 6.....	6	1967
Geography-history.....	do.....		
History.....	do.....		
Language and grammar.....	3 to 7.....		
English.....	8 to 12.....		
French.....	do.....		
German.....	do.....		
Latin.....	do.....		
Spanish.....	do.....		
History and social studies.....	9 to senior high school.....		
Arithmetic.....	3 to 7.....		
Health.....	1 to 7.....		
Science.....	do.....		
Dictionaries.....	5 to 9.....		
	4 to 8.....		
	4 to 7.....		
Arithmetic.....	8 to 12.....	6	1969
General math.....	do.....		
Algebra.....	High school.....		
Algebra and trigonometry.....	11 or 12.....		
	10 or 11, high school.....		
Geometry.....	High school.....	6	1971
Trigonometry.....	11 or 12.....		
	High school, 10 to 11.....		
Physics.....	11 or 12, high school.....		
Dictionaries.....	High school, 8 to 12, advanced.....		
Reading.....	All.....		
Spelling.....	do.....		
Writing.....	do.....		
General science.....	8 to 9.....		
Biology.....	High school.....		
Chemistry.....	do.....		

SUMMARIES OF STATE PLANS UNDER TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

(Prepared for Use of the American Publishers Council and the American Textbooks Publishers Institute)

INTRODUCTORY COMMENTS

It is clear that the primary responsibility for book selection under Title II remains essentially where it has been in the past—at the local level. Even in most states that require that books be purchased through a state-level agency, interests in and selection of books will generate within the public school or school system and the private school.

In order to convey much information as concisely as possible liberties have been taken with the wording of the state plans and several abbreviations are used. In all cases, "public and private schools" reads in the state plans "public and private school *teachers and children*." LEA means local education agency. FY is fiscal year. ALA is American Library Association and AASL is American Association of School Librarians. ESEA is the Elementary and Secondary Education Act of 1965.

We have accounted primarily for those funds which have been allocated for the acquisition of materials. Every state is allowed to spend up to 5% of its entitlement for administration. Most states either have or will appoint an Advisory Committee. Mention is made of these committees only when they will *not* be appointed or when their function will differ somewhat from the usual function of consultation and advice.

Most states have issued their own guidelines for administration of the state plan. These guidelines will, in many cases, include more specific information—especially about allocations to individual schools and school systems and recommended book selection tools. They are generally not available in Washington and must be secured directly from the individual state departments of public instruction.

RÉSUMÉ, ALABAMA STATE PLAN TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Title II program will be administered by the Superintendent of Education. Financial procedures will be handled through the Director of Administration and Finance in the State Education Agency. Consultative personnel in the Executive Library Unit will work with local school officials in the development of the program.

II. ALLOCATION

A. Fiscal Year 1966: \$1,734,277.

B. *Percentages*: For the first year, at least 50% of the allotment shall be expended for library books. Not more than 10% may be used for textbooks and not more than 25% for other instructional materials. Where unusual conditions prevail and if approved by the State Education Agency, more than 50% may be allotted for textbooks and other instructional materials.

Method of allocation: Allocation of funds to the LEA's has been made on the basis of the number of children in each school system of ages 5 to 17 whose parents have incomes of less than \$2,000. Local public school districts will determine the relative need for each of the three categories of materials to be made available.

C. *Processing*: Maximum allowable expenditure should not exceed the usual local rate, and is not to exceed \$1.00 per item unless evidence is submitted for raising the limit.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*: State Superintendent of Education will assure the development of appropriate standards, based on existing quantitative and qualitative standards.

B. *Book selection*: Textbooks shall include those textbooks that meet the state courses of study requirements and those adopted by the State Board of Education, provided that textbooks with new approaches (which have not been adopted by the State Board of Education) may be approved where justified. Other tools shall include school bibliographies selected by the State Department of Education, and lists recommended by the American Association of School Librarians.

C. *Distribution*: Title shall be retained by county and city boards of education, and educational agencies of the State. Materials are to be made available on a loan basis to all schools through the LEA's.

RÉSUMÉ, ALASKA STATE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff in the office of the Commissioner of Education will consist of the Coordinator of Federal Programs, ESEA-NDEA, assisted by the school library consultant and other consultative and supervisory personnel in the State Department of Education.

II. ALLOCATION

A. Fiscal Year 1966: \$118,854.

B. *Percentages*: At least 50% of the entitlement must be spent for school library resources and no more than 25% for other instructional materials. Textbooks will be excluded for the first year of operation.

Method of Allocation: LEA's will receive a minimum per-pupil allocation. Another basis for consideration will be need, in relation to local ability, considering the number of public school pupils in the district. A survey of existing resources will be used to establish need of private school pupils for instructional materials. Fifteen percent of the state allotment will be set aside for the acquisition of audio-visual resources for the use of all children and teachers in the state.

C. *Processing*: Up to \$1.00 per item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*: The State Department of Education will use consultative and supervisory staff to develop and revise standards with assistance by local school librarians. The library consultant will be charged with the development and revision of these standards. National standards will be used until the state develops its own.

B. *Book Selection*: The Library Consultant will be charged with developing and adapting standard selection tools and reviewing media, to be disseminated to the LEA's.

C. *Distribution*: School library resources and other instructional materials will be made available to public and private elementary and secondary school teachers through the local education agencies. Materials for the use of children and teachers in state operated schools will be provided by the State Education Agency.

RÉSUMÉ, ARIZONA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Arizona State Plan will be administered by the State Department of Public Instruction. The responsibility for administration is assigned to the State school library consultant and assistant consultant. They will conduct inservice programs and collect data on materials.

II. ALLOCATIONS

A. Fiscal Year 1966: \$815,164.

B. *Percentages.* Textbooks are excluded for FY 1966. Schools with centralized libraries can receive funds for school library resources according to a formula of the number of volumes needed to meet standards times staff times a factor of funds available and adjusted need in State. A basic amount will be allocated to each school. Schools without centralized libraries can receive funds for other instructional materials according to a formula of average daily attendance times \$1.00 or \$300, whichever is greater.

C. *Processing.* Commercial processing may not exceed \$1.45 per item; LEA processing may not exceed \$1.00 per item. Most materials for private schools shall be purchased so as to be shelf-ready when received. This expense will be charged against the private school allotment and shall not exceed \$1.45 per item. LEA may purchase commercially processed materials or book processing kits. Expenses for libraries doing cataloging may not exceed 60¢ per title; expenses for cataloging and processing may not exceed \$1.00 per title.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of that fiscal year, plus one month, (July 30, 1966).

IV. PROGRAM

A. *Standards.* The Standards for School Library Programs (AASL) will be used until the state can appoint a committee to develop standards.

B. *Book Selection.* Materials will be selected by LEA certified librarians or audio-visual directors. In schools without these personnel and for private schools, materials will be approved by the state school library consultants. In the absence of a state list or bibliography, standard book selection techniques are recommended.

C. *Distribution.* Materials for private schools will be purchased by the State Department of Public Instruction and will be loaned to private schools on request. Title to these materials will be retained by the State Department of Public Instruction. An equitable amount of money, based on the percentage of private school children in the state, will be reserved for the purchase of materials for private schools.

RÉSUMÉ, ARKANSAS PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Arkansas State Plan will be administered by the State Board of Education. The authorized officer is the State Commissioner assisted by the Advisory Committee, the State Director of ESEA, and a full-time school library supervisor.

II. ALLOCATION

A. Fiscal Year 1966: \$937,854.

B. *Percentages.* At least 75% for school library resources and not more than 25% for other instructional materials. Textbooks are excluded for FY 1966. Funds will be allocated according to a formula related to a quality classification of schools. Two per cent of funds will be reserved for special schools, not part of the local school district.

C. *Processing.* The necessary and essential costs of processing, cataloging and delivery of materials will be allowed.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* Standards will be developed under the leadership of the school library supervisor and an advisory committee; the Standards for School Library Programs (AASL) will be considered a goal.

B. Book Selection. Selection aids include "The Bookshelf," "Selecting Materials for Children and Young Adults," and/or "Selecting Materials for School Libraries" (AASL) and/or aids approved by the State Board of Education, ALA, or other authoritative groups.

C. Distribution. Materials will be loaned to public and private schools. LEA will hold title to all materials, place orders, and be responsible for serving private schools. Each private school must request service upon notification by the LEA.

RÉSUMÉ, CALIFORNIA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The California State Plan will be administered by the State Board of Education. An advisory committee of representatives of public and private schools will be used by the State Board. Within the State Department of Education the Division of Instruction will be responsible for the administration of the State Plan.

II. ALLOCATIONS

A. Fiscal Year 1966: \$9,308,483

B. Percentages. One hundred per cent may be expended for school library resources, not less than 75% for printed materials, and not more than 25% for audio-visual materials. The funds for acquisition will be allocated in two phases: in Phase I, approximately 77% will be allocated by a formula based on assessed valuation, average daily attendance in public and private schools, and the average amount of money per child available for acquisition. Phase II will be based on the approval of projects submitted by LEAs for establishing pilot or supplemental programs. From data to be gathered in the current FY, the formula for relative need will be revised. Eligible private schools will share in the program through inclusion in projects submitted by LEAs.

C. Processing. Processing, cataloging and delivery costs may not exceed \$1.50 per item. LEAs handling the acquisition of materials for private schools may claim these expenses; private schools may not be reimbursed for this work.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. Standards. The STANDARDS FOR SCHOOL LIBRARY PROGRAMS (AASL) and revised California standards for school library services will be followed. Results of a statewide study of school library programs will be published.

B. Book Selection. Criteria to be established by an instructional materials selection policy adopted by appropriate governing boards in accordance with State and Federal regulations.

C. Distribution. School library resources will be loaned to private schools for a period to be agreed upon. Title to materials to be retained by public agencies eligible to submit projects (county superintendents of schools, school districts, the State*, public libraries contracting to provide school library services).

RÉSUMÉ, COLORADO PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff for Administration of the Colorado State Plan will be in the office of the State Commissioner of Education, Division of Library Services; it will consist of a Title II Coordinator and the State School Library Supervisor. An advisory committee will provide counsel on administration.

*Operating special schools such as for handicapped children and the like.

II. ALLOCATIONS

A. Fiscal Year 1966: \$1,065,929

B. *Percentages.* School library resources and other printed and published instructional materials to be made available; proportions of the allotments among the two categories will be determined by the LEAs. Textbooks are excluded for the first FY.

C. *Processing.* Up to 5% of the total entitlement will be allowed for the processing, cataloging and delivery of materials.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); books received should be delivered within 90 days after close of fiscal period in which they are charged, unless special arrangements are made.

IV. PROGRAM

A. *Standards.* Colorado Library Association—Colorado Association of School Librarians Standards Committee will be encouraged to develop standards to implement the instructional materials center concept. Currently recommended are: STANDARDS FOR SCHOOL LIBRARY PROGRAHS (AASL), and the "Handbook of Accreditation of Colorado Schools."

B. *Book Selection.* A definitive bibliography of selection guides will be provided by the State education agency. Included will be ALA lists, other standard guides, lists from professional councils and associations, and the Educational Media Index.

C. *Distribution.* All materials to be made available through the LEA project application. LEA will submit projects for private schools. Upon approval LEAs will order materials from the vendor of their choice.

RÉSUMÉ, CONNECTICUT PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT), 1966

I. ADMINISTRATION

The Plan will be administered by the State Board of Education. The officer and the sub-administrative unit in the State agency which will administer the plan is the Chief, Bureau of Elementary and Secondary Education, Division of Instructional Services. The present consultant in school library services and an additional one to be added to the staff will assist in the program of state-administration, leadership, and supervision.

II. ALLOCATION

A. Fiscal Year 1966: \$1,392,995

B. *Percentages:* One hundred percent of the acquisition funds will be spent for school library resources.

Method of allocation: Indices of need will be established on the basis of four criteria: 1. the quantity of materials now available in relation to existing state standards; 2. the quality of materials now available; 3. the rate at which these materials have been added; 4. an ability-to-pay factor. The allocation for all pupils and teachers will be made by applying these indices to enrollment; the indices of need will be calculated at appropriate intervals on the basis of further study as the impact of the program is felt.

C. *Processing:* Cost of processing kits is allowable. Cost for processing and delivery to schools is not to exceed \$1 per item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards:* Existing state standards plus *Standards for School Library Programs* (AASL).

B. *Book selection:* An appropriate collection of standard selection tools and reviewing media may be purchased to use as a guide.

C. Distribution: All items shall be purchased by LEA's. Project applications will be reviewed by the State Department of Education after submission of applications by district superintendents of schools for all pupils and teachers. Title remains with the LEA. Procedures for the loan of materials to public and private school children and teachers will be established by the LEA.

RÉSUMÉ, DELAWARE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff for administration of Title II in the Office of the State Superintendent of Public Instruction will consist of the State Supervisor of School Library Services and appropriate clerical staff. Consultants will be used on a per diem or contract basis to assist with inservice programs. An Advisory Committee will provide counsel on administration.

II. ALLOCATIONS

A. Fiscal Year 1966: \$256,908

B. *Percentages:* In schools where no library now exists, 100% of the allotment may be spent for school library resources. In schools where library book collections have not reached the recommended standards, the portion of the allotment necessary to attain the goal should be expended. No more than 20% of the allotment may be spent for other instructional materials, and no portion of the funds may be spent for textbooks in the first year.

Method of allotment: Basic grants (80% of allocation) to LEA's based on equalized assessment per pupil, relative ability of the local school district and number of children enrolled in all schools. Special purpose grants (20%) may provide for special instructional programs, provided that schools have centralized libraries organized and equipped to utilize or implement the program and that the library is under the direction of a certificated librarian. For the first year, there will be no special purpose grants in excess of \$3500.

C. *Processing:* Commercial and local processing at cost of up to \$1.00 per item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards:* The State Board of Education endorsed standards in 1958, which were improved in 1961. The State Department of Public Instruction will assure standards through the appointment of a committee, using as a basis Standards for School Library Programs, AASL, 1960; and a State survey of resources.

B. *Book selection:* Standard selection tools and reliable reviewing media will be used. Acceptable selections may be made from sources listed in "Selecting Materials for School Libraries," AASL.

C. *Distribution:* Administrators of private schools may make requests for materials to be lent for periods of up to 1 year from LEA's, which will submit all proposals and retain title. The LEA's will plan cooperatively with representatives of private schools.

RÉSUMÉ, DISTRICT OF COLUMBIA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff for administration of the District of Columbia State Plan, in the Office of the Board of Education, will consist of the Assistant Superintendent from the Department of Research, Budget, and Legislation, aided by the Assistant for Federal Programs and the Supervising Director of Library Science. Staff members of the public and private schools will provide counsel on administration.

II. ALLOCATIONS

A. Fiscal Year 1966: \$345,817.

B. *Percentages.* At least 50% for school library resources, exclusive of audio-visual materials; up to 35% for audio-visual materials. Not more than 15% for textbooks and other instructional materials. To provide for relative need, 90% of the allocation will be allotted on the basis of data obtained from a 1965 survey, the relative need index to be the ratio of materials available to the quantity needed. Of the remaining funds, 5% used for administrative costs and 5% for special grants to selected schools to acquire instructional materials for use in school library programs.

C. *Processing.* Not more than \$1 per book will be allowed.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* Library book standards were revised in December, 1965.

B. *Book Selection.* Standard tools will be used, including "Selecting Materials for School Libraries," (AASL) and "Recommended Book Selection Lists" issued by the Department of Library Science.

C. *Distribution.* The general method of loan to private schools will be a direct loan between the Board of Education and the private schools. There will be no public sub-agencies designated in the District of Columbia. The Board of Education will purchase materials for private schools.

RÉSUMÉ, FLORIDA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff for administration of the Florida State Plan in the Office of the Superintendent of Public Instruction, will consist of the Director of the Division of Instructional Services, assisted by professional personnel from the Divisions of Administration, Finance, Teacher Education, and Instructional Services. An advisory committee will assist in the implementation of the Plan.

II. ALLOCATIONS

A. Fiscal Year 1966: \$2,604,055.

B. *Percentages.* Eighty-five to 100 per cent shall be spent the first year for school library resources; not more than 15% for textbooks and not more than 15% for other printed and published instructional materials. A basic allotment (to include 50% of the State allocation minus the 5% administrative cost) will be made to the county administrative unit on a per capita basis for each public and private student. The remainder will be distributed according to the Title I formula in order to provide for relative need.

C. *Processing.* Expenditures for processing, cataloging and delivery may not exceed 10% of the total expenditure for such items.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* Accreditation Standards for Florida Schools will provide the basis for a continuing program of evaluation; the State agency will appoint a committee of supervisory, curriculum, library and teaching personnel to assist in revising standards.

B. *Book Selection.* Lists provided by such recognized authorities as ALA, national councils and organizations associated with NEA, American Association for the Advancement of Science, the USOE and the like.

C. Distribution. Materials will be loaned to public and nonpublic schools. County boards of public instruction shall purchase materials which will be administered through the LEA.

RÉSUMÉ, GEORGIA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Georgia State Plan will be administered by the Service Unit, P.L. 89-10, whose initial staff will include two consultants in instructional materials. Services of other State personnel will be used—school and public librarians, subject area consultants, educational media and audio-visual specialists and educational television utilization specialists. Aid will be given LEAs in determining needs, project development, relations with private schools, inservice training on materials selection and utilization, business procedures.

II. ALLOCATIONS

A. Fiscal Year 1966: \$2,174,706.

B. *Percentages.* Three per cent of the available funds will be reserved for schools having special or exceptional needs. Not less than 75% for school library resources nor more than 12½% for textbooks. Twelve and one-half per cent for other instructional materials.

C. *Processing.* A maximum of \$1 per title will be allowed for processing, cataloging, and delivering materials.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* Standards currently being applied to all schools in Georgia are those presented in the following publications:

a. "Official Bulletin 1965-66" Georgia Accrediting Commission.

b. "Standards for Secondary Schools 1965" Southern Association of Colleges and Schools.

c. "Directions for Ordering School Library Materials 1965-66" Georgia State Department of Education.

d. "The Georgia Textbook List 1965" Georgia State Department of Education.

e. "Reading and Literature Textbook List 1965" Georgia State Department of Education Standards for elementary and secondary schools are currently being developed.

B. *Book Selection.* School librarians, teachers or teacher committees, system curriculum directors, and subject specialists will select materials. Selection of library resources will be made from state lists and a wide variety of national lists and reviewing sources approved by the Professional Library Committee. Exhibit collections of materials will be made available upon request.

C. *Distribution.* Bona fide agents of private eligible persons will participate in the selection of materials from the same source lists as will be provided for the public schools. Private participants in a given LEA area receive tentative allotments of materials on the same basis as public children. The state agency will purchase materials for private schools and make them available on long-term loan.

RÉSUMÉ, IDAHO PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff for administration of the Idaho State Plan in the Office of the Superintendent of Public Instruction will consist of a Title II Director, assisted by the staff of the Department of Public Instruction.

II. ALLOCATIONS

A. Fiscal Year 1966: \$370,581.

B. *Percentages.* The greatest current need is in areas of school library resources and other instructional materials. For the school year 1965-66 and until statewide priorities are established, the LEAs will determine the relative needs of school library resources and other instructional materials. As a rule, textbooks will be excluded.

C. *Processing.* Expenditures for acquiring and making available materials (including processing and delivery) are allowable. No maximum expenditure per item is specified at this time.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* Idaho's goal is to attain the American Association of School Librarians' standards. The State Textbook and Improvement of Instruction Committee will continue to recommend textbooks for adoption.

B. *Book Selection.* Title to all materials purchased remains with the LEA. It will select materials with the aid of a bibliography of suggested and approved book lists to be provided by the state education agency.

C. *Distribution.* Materials will be made available to all teachers and students within the jurisdiction of the LEA on a long- or short-term loan basis determined by that agency.

RÉSUMÉ, ILLINOIS PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff for administration of the Illinois State Plan will consist of the Director of Instructional Materials, assisted by a Supervisor of Title II and assistant supervisors for six regions of the State and Chicago. An advisory Committee will provide counsel on administration.

II. ALLOCATIONS

A. Fiscal Year 1966: \$5,361,699.

B. *Percentages.* Up to 100% of each project may be for school library resources; other instructional materials may be 25% of each project; textbooks are excluded for this fiscal year. School districts will be ranked in four categories according to size, educational tax rate and assessed valuation. Project proposals to be evaluated by the level of attainment in materials. All categories of LEAs eligible for 50¢ per pupil and some LEAs, depending on their level of attainment, eligible for \$1 per pupil. Special grants up to \$1 per pupil may be considered for regional shared collections.

C. *Processing.* Costs may not exceed 75¢ per item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* Published standards and guides:

1. Illinois Program for Evaluation, Supervision, and Recognition of Schools, Circular Series A, No. 160 and No. 160(s).

2. "Standards for School Library Programs in Illinois," a plan for implementation in three phases prepared by the Illinois Association of School Librarians.

3. Instructional Materials, Administration and Supervision Series, Bulletin A-3, p. 15-22, 27.

B. Book Selection. Lists of standard selection tools and reviewing media will be distributed to aid in the selection of useful materials. Examination and evaluation by school library supervisors, supervisors of instructional materials, school librarians and teachers will be utilized.

C. Distribution. LEAs will acquire and distribute materials on a loan basis to private and public schools. All applications for materials must be approved by the Regional Assistant Instructional Materials Supervisor. The Regional Instructional Materials Center will be the ultimate agency for distribution under these supervisors.

RÉSUMÉ, INDIANA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Plan will be administered by the Superintendent of Public Instruction. There will be a Title II Director assisted by a professional staff. The program will be coordinated with the programs of the Division of Audio-Visual and Television Instruction, the Division of School Libraries and Teaching Materials, and of other divisions in the State Department of Public Instruction. An Advisory Committee will assist in the administration of the program.

II. ALLOCATIONS

A. Fiscal Year 1966: \$2,528,237.

B. Percentages: Up to 100% may be spent for school library resources; up to 20% for supplementary textbooks, and up to 40% for other instructional materials.

Method of allocation: Forty per cent of funds will be allocated to LEA's on a per-pupil basis for all public and private schools. Remaining 60% to be allocated on a basis of relative need according to assessed valuation and existing per-pupil expenditures. Funds from the administrative allotment plus funds not used by the LEA's will form a fund not to exceed \$10,000 to establish a loan service of materials not otherwise accessible to LEA's.

C. Processing: Costs must be "just, reasonable, necessary, documented and consistent with usual costs."

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of that FY (June 30, 1967).

IV. PROGRAM

A. Standards: Using the American Association of School Librarians and the Department of Audio-visual Instruction (NEA) standards as guides, the State Department of Public Instruction will take steps to develop adequate minimum standards. An advisory committee composed of representatives of various organizations will assist the Commission on General Education in setting up the school library and audio-visual standards.

B. Book Selection: The LEA's shall utilize available selection aids of such agencies as the State Department of Public Instruction, the American Library Association, DAVI, other professional organizations and recognized professional groups.

C. Distribution: Title shall be retained by the LEA's and the materials shall be placed in libraries, and in other places where children and teachers have access to them.

RÉSUMÉ, IOWA STATE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The plan will be administered by the State Board of Public Instruction through the State Superintendent, the Assistant Superintendent of the Instruction Area, and the Assistant Superintendent of the Administration Area. The sub-administrative unit which will have primary responsibility for the execution of this program is the Educational Media Section of the Curriculum and Supervision

Branch. An audio-visual services consultant and a library services consultant will assist in the Title II program. An advisory committee will be appointed by the State Superintendent.

II. ALLOCATION

A. Fiscal Year 1966: \$1,483,765.

B. *Percentages.* From 40-50% of the State's funds will be spent for school library resources, and from 30-50% for other instructional materials. From 10-20% of the latter category will be expended for audio-visual materials. Text-books will not be included this fiscal year.

Method of Allocation: The State Department of Public Instruction will allocate 30% of the Title II funds on a per-census child basis and 70% on a taxable-wealth-per-census child basis. The sub-agencies (see Distribution, below) will be ranked in order of wealth-per-census child and divided into four groups. The percentages of allocated funds received by the four groups will range from 50% down to nothing.

C. *Processing.* Reasonable processing and cataloging expenses will be allowed.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* The Department of Public Instruction will take steps to see that appropriate standards are developed and made available, by recommendation of the Advisory Committee.

B. *Book Selection.* Reliable professional selection tools, lists and reviewing media will be used as guides, to include: lists issued by the ALA, the National Audio-Visual Association, the Department of Audio-visual Instruction of the National Education Association, the Iowa State Department of Public Instruction and other lists and sources of comparable quality approved by the Department from time to time.

C. *Distribution:* Resources acquired in this program will be made available through regional sub-agencies designated by the State Department. Each sub-agency will assume responsibility for the acquisition, display and loan of an equitable amount of resources to all public and private elementary and secondary school teachers and children whose schools are located within the geographic area. Each teacher will be eligible to borrow materials for a loan period not to exceed three months, with 1 renewal, and make them available to children in accordance with their school's policies.

RÉSUMÉ, KANSAS PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Kansas State Plan will be administered through the State Department of Public Instruction; the Director of the Division of Instructional Services has authority to authorize expenditures. The Director of Title II, Division of Instructional Services, State Department of Public Instruction, comprises the officer and administrative unit that will administer the plan.

II. ALLOCATIONS

A. Fiscal Year 1966: \$1,146,723.

B. *Percentages.* Not less than 80% for school library resources, not more than 10% for textbooks and not more than 10% for other instructional materials.

C. *Processing.* Reasonable costs of processing, cataloging, and delivery will be allowed as acquisition expenditures up to 75¢ per item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* *Standards for School Library Programs* (AASL) will be the basis for standards which will be developed.

B. *Book Selection.* All materials must be approved by the State Education Agency before any LEA places any order. Lists of standard selection aids will be developed. Appropriate use will be made of advisory committees and state organizations such as the state school library association, the state curriculum development organization, and the state audio-visual organization.

C. *Distribution.* The LEA or the state agency will retain title to all materials purchased by public schools for their own use or for loan to children and teachers in private schools. In the event that an LEA is unable to serve private schools, the state agency may purchase materials and lend them to private schools. Since enrollment in private schools is about 10% of the total enrollment for the State, the amount available for the purchase of materials for their use during FY 1966 will be approximately 10% of the total state allotment.

RÉSUMÉ, KENTUCKY PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT), 1966

I. ADMINISTRATION

The staff for administration in the Office of the Superintendent of Public Instruction will consist of a Title II Coordinator, assisted by the school library supervisors and other staff in the Bureau of Instruction.

II. ALLOCATIONS

A. Fiscal Year 1966: \$1,549,486.

B. *Percentages:* For the first year, not less than 50% will be spent for school library resources, exclusive of audio-visual materials. Not more than 35% shall be spent for audio-visual materials and not more than 15% for textbooks and other instructional materials.

Method of allocation: Fifty percent on the basis of average daily attendance and 50% on the basis of local equalized assessed wealth supporting each child. LEAs will assess and establish need for Title II materials for children and teachers in all schools.

C. *Processing:* Charges for processing, cataloging and delivery are allowable, not to exceed the rate normal for these services in the state.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards:* The Kentucky Department of Education will see that appropriate standards are developed and made available, and will ensure annual review and revision if needed. An Advisory Committee has been appointed to study existing standards and its subcommittee, the School Library Standards Committee, has just completed a revision of the School Library Standards to go into effect September, 1966. Present state standards apply until that date. The 1961 "Official Minimum Manufacturing and Specifications for Textbooks as Revised January 1, 1962" will be used as the criterion for purchasing textbooks.

B. *Book selection:* Reliable professional selection tools, lists, and reviewing media shall be used, including "Selecting Materials for School Libraries," (AASL).

C. *Distribution:* The State Department of Education will administer the program directly to LEAs, which, in turn, will administer the program locally for all schools. Title will be retained by the LEA which will establish loan policies and procedures. The LEAs will make project applications, and upon approval by the State Title II Coordinator and the Bureau of Instruction, the LEA will place orders for delivery to the LEA. Materials will be made available in central school libraries and, if necessary, in classrooms, secondary resource centers, and other locations.

RÉSUMÉ, LOUISIANA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Louisiana Title II State plan will be administered by the State Board of Education through the State Superintendent of Public Education and the Director, Federally Assisted Programs, with his staff, including one library specialist.

II. ALLOCATION

A. Fiscal Year 1966: \$1,922,905.

B. *Percentages*: For FY 1966, no less than 50% will be spent for school library resources, up to 25% for textbooks, and up to 25% for other instructional materials.

Method of allocation: Up to 50% will be distributed to the LEAs on the basis of registration figures; the remainder will be divided equitably among schools and school systems (a) to improve central libraries established the previous year, (b) that do not meet recognized standards for library materials, such as those of the Southern Association of Colleges and Schools and the American Association of School Librarians, and (c) that have special needs.

C. *Processing*: Processing, cataloging and delivery are allowable up to 6% of the total cost.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*: The State Board of Education will see that appropriate standards are developed and made available, using current state law and standards as a basis. Standards governing school libraries in public elementary and secondary schools are listed in Bulletin 741, revised, "Handbook for School Administrators." An Advisory Committee is presently studying them and making recommendations for their revision, as well as developing standards for audio-visual material.

B. *Book selection*: Standard selection tools shall be used.

C. *Distribution*: All children and teachers are eligible to participate equitably, on a free loan basis with title remaining with the state. Eligible participating LEAs shall submit project applications for all children and, after receiving approval, will place orders with state depositories, book companies or vendors. Materials will be made available on flexible terms through school libraries, resource centers, classrooms and other places in the school.

RÉSUMÉ, MAINE PLAN TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

Major administrative and program responsibilities will be assigned to a State Supervisor of Library Services. The Chief of the Bureau of Secondary Education is expected to devote about 20% of his time also to Title II administration. An Advisory Committee will assist state staff in reviewing state standards, and also consider needs of the schools for library personnel and facilities for administration of school library resources.

II. ALLOCATION

A. Fiscal Year 1966: \$525,829

B. *Percentages*: For the first year 100% will be used for school library resources (not less than 75% for printed materials and not more than 25% for audio-visual materials).

Method of allocation: Up to 12% for library projects for special instructional needs in schools to demonstrate the values of high library standards; half of remaining funds on the basis of public and private school enrollment, and the other half on the basis of needs of local students, estimated on the extent to which the school library has less than ten books per pupil.

C. *Processing*: School libraries will be strongly advised, but not required, to purchase books preprocessed. Processing and delivery will be considered part of the acquisition costs at a cost up to \$1 per book.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*: The criteria will be reviewed annually by the State Supervisor of Library Service with the assistance of the Advisory Committee. He will assist schools to approach the recommended standards of the American Association of School Librarians. Members of the staff of the State Department of Education will initially revise state standards for school library resources, textbooks and other instructional materials, and the Advisory Committee will review this assessment annually.

B. *Book Selection*: It will be strongly recommended that all schools use such basic selection tools as: *Basic Book Collection for Junior High Schools*, *Basic Book Collection for High Schools*, and *Basic Book Collection for Elementary Grades*, American Library Association; *Standard Catalog for High School Libraries*, H. W. Wilson; American Library Association *Book List*, and the like. Purchases requested by private schools will be screened to determine that the materials would be approved for use by public schools.

C. *Distribution*: All teachers shall be given an opportunity to submit lists of materials needed. The State Department of Education shall retain title to all materials. The LEA's will order materials; after approval by the State agency the materials will be delivered direct to the public schools as a loan for a period of time consistent with need. The State Department of Education will administer the program for private school personnel, ordering materials for eligible private school children and teachers for delivery direct to principals for loan for a period consistent with need.

RÉSUMÉ, MARYLAND PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The State plan will be administered by the Division of Library Extension under the general direction of the Supervisor of School Libraries. One or more additional supervisors will be added. Staff will give leadership and guidance to systems and schools in establishing and improving school library services, and providing other instructional materials, evaluating existing programs and services, and planning for systematic improvement. The State agency will use advisory committees of local public and private professional personnel.

II. ALLOCATIONS

A. Fiscal Year 1966: \$1,809,594.

B. *Percentages*. Not more than 25% of the entitlement will be allocated to the LEA on the basis of the number of children enrolled. The balance (75%) will be distributed as follows: schools with special needs (lacking a centralized library, or with less than 5,000 books or 10 books per capita, or schools of less than 200 children), not less than 45%; schools providing more generously for materials and staff, not less than 10%; schools for developing superior instructional material centers or programs, not more than 15%; administration, not more than 5%. Up to 100% of the funds may be used for school library resources and other instructional materials. Up to 15% of the 25% allowed for per capita distribution may be spent on textbooks.

C. *Processing*. Cataloging, processing, and delivery services will be established only at a rate not to exceed a rate normal for these services provided by a large processing services center within a LEA of the state.

III. DEADLINES

Funds must be encumbered at the local level during the same year in which the project application was approved by the State; liquidation (books received) must be accomplished by the end of the following FY.

IV. PROGRAM

A. *Standards.* The staff of the state agency will assess existing state standards with a view to needed revision and expansion. In 1963 and 1964 the Maryland State Department of Education published "Policies and Programs: Public Secondary Education in Maryland" and the companion volume "Principles and Standards: Public Secondary Education in Maryland."

B. *Book Selection.* Use will be made of standard selection tools and reviewing media; as much as possible there will be an examination and evaluation of all materials by school library supervisors, supervisors of instructional materials, school libraries and teachers. The state agency will make available a comprehensive list of nationally recommended book selection tools and bibliographies.

C. *Distribution.* LEAs will purchase, process, catalog and deliver the materials for placement in public schools on a permanent loan basis. A sub-agency, under contract with the state agency, will provide the same services for private schools and place the materials in them on loan.

RÉSUMÉ, MASSACHUSETTS PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Plan will be administered by the State Board of Education, with the Commissioner of Education the authorized officer. The sub-administrative unit in the state agency which will administer the plan is the Division of Library Extension. The immediate planning and supervision of the program will be the responsibility of a designated Senior Supervisor of School Library Development, aided by four school library specialists. An Advisory Committee of 16 members has been named.

II. ALLOCATIONS

A. *Fiscal Year 1966:* \$2,622,125.

B. *Percentages.* At least 50% will be spent for school library resources and up to 40% for other instructional materials. Not more than 10% will be spent for textbooks.

Method of Allocation: 40% on the basis of enrollment, 50% on an index based on relative economic need and effort, and 10% for demonstration school libraries in several regions.

C. *Processing.* Processing, cataloging and delivery are allowable costs at a maximum of \$1.50 per unit. Pre-processing is allowed.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* Massachusetts has standards for printed library materials, audio-visual materials and textbooks. An advisory committee is to review and, if needed, revise and develop standards annually.

B. *Book Selection.* Standard selection tools and reviewing media, plus package lists of highly recommended school library materials compiled by the Division of Library Extension. Also "Selecting Materials for School Libraries," (AASL). The advisory committee is to assist systems without school library programs or personnel who could help select.

C. *Distribution.* For public schools, materials will be distributed from a central library or other materials center; if there is no resource center they will be distributed from classroom collections or systemwide centers. Private schools will obtain them on a loan basis from the state agency which will retain title: this program will be administered by the state agency through private school officials with the cooperation of the diocesan superintendents, the National Association of Independent Schools, and other coordinating private school agencies and officers, in order not to burden public school administrators.

RÉSUMÉ, MICHIGAN STATE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Plan will be administered by the Department of Education, under the Superintendent of Public Instruction. The program will be administered through the Michigan State Library, a unit of the State Department of Education. The two school library consultants presently employed in the Department of Education, aided by additional consultants, and a professional school library cataloguer, will have immediate responsibility for the administration of this program.

II. ALLOCATION

A. Fiscal Year 1966: \$4,671,827.

B. *Percentages.* It is estimated that about 95% of the funds under this Title will be spent for school library resources. Approximately 5% of the funds will be spent for basic texts.

Method of allocation: Up to 10% for up to ten special grants for regional instructional materials centers, 40% in basic grants on a per capita basis, the remainder allocated according to a need formula based on information from a state survey and assessed in relation to standards.

C. *Processing.* Allowable costs up to \$1.25 per item including delivery.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* The Department of Education will take steps to see that appropriate standards are developed, using as a basis *Standards for School Library Programs*, AASL. Textbooks companies will be registered with the Department of Education and the textbook editions purchased under this program will be those adopted by some public school in Michigan. These standards will be disseminated to all schools as a part of the Administrative Handbook.

B. *Book Section.* Reliable professional selection tools, lists and reviewing media shall be used as guides: among these are such general book lists as those from the American Library Association, American Association for the Advancement of Science, National Education Association, National Council of Teachers of English and many more.

C. *Distribution.* Projects from public school districts will be submitted to the Department of Education. On behalf of the children and teachers of private schools, applications will be sent by private school officials directly to the Department of Education. Materials will be lent to children and teachers in schools and some resources, such as audio-visual materials, may be regularly housed on a cooperative basis with other educational agencies.

RÉSUMÉ, MINNESOTA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Minnesota State Plan will be administered by the State board of education. A State Title II advisory committee has been officially appointed by the State board. Within the State Department of Education, the State plan will be administered by the Assistant Commissioner for Instruction, and the staff will consist of a Title II Administrator, one or more school librarians, and one or more audio-visual coordinators.

II. ALLOCATIONS

A. Fiscal Year 1966: \$1,988,186.

B. *Percentages.* One hundred per cent will be spent for school library resources. The adjusted assessed valuation behind each child in public and private schools will be used to determine relative ability of a school district to provide

instructional resources. Funds will be made available on a graduated per pupil basis in five groups according to the per pupil valuation.

C. *Processing*. Service costs or cataloging, processing and delivery shall not exceed 12% of the maximum allocation available for acquisition.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966) ; liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*. Staff of State agency to make necessary changes in state standards.

B. *Book Selection*. Materials will be selected from lists prepared or approved by the Minnesota Department of Education.

C. *Distribution*. Materials will be loaned to private schools by either the LEA school library or the public library. Title will rest in the LEA which shall order them.

RÉSUMÉ, MISSISSIPPI PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff in the Office of the Superintendent of Education will consist of a Title II coordinator and an assistant coordinator. Other staff members of the Division of Instructional Resources will assist with the program, including instructional materials specialists, a technical processing specialist, and supporting clerical staff.

II. ALLOCATION

A. Fiscal Year 1966: \$1,218,307.

B. *Percentages*. For the first year, at least 70% of available funds shall be spent on school library resources. Up to 15% may be spent on textbooks and up to 15% for other instructional materials.

Method of allocation: The formula for distribution allots 47½% on a per capita basis for children in public and private elementary and secondary schools. To provide for relative need, 33¼% will be allotted on the basis of quality and quantity of materials available in relation to those needed, and recent local effort to supply materials. In addition, 14¼% is allocated for special programs such as instructional materials centers, centralization of elementary school library programs, and system-wide coordinated library and instructional materials centers.

C. *Processing*. A true and just unit cost for cataloging, processing, and delivery costs will be established by the LEA requesting reimbursement.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966) ; liquidation (books received) by June 30, 1967, except at the end of the State's fiscal biennium, when all commitments must be liquidated within 60 days after the end of that FY.

IV. PROGRAM

A. *Standards*. Professional staff of the Division of Instruction will assess changes needed in existing state standards, and the advisory committee will recommend revisions.

B. *Book Selection*. Standard selection tools with annotations such as those developed by professional organizations.

C. *Distribution*: Materials will be made available through LEA's to public school children. The State Department of Education will make materials available to private elementary and secondary school children, retaining title itself.

RÉSUMÉ, MISSOURI PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Director of Title II will administer the Missouri State Plan. The Assistant Director, Library Specialists, and Curriculum Supervisors will carry out the plan activities which include school visitations, conferences with school personnel on improving school library resources and services, aiding in organizing and conducting inservice work, evaluation of the effects of Title II, assisting in evaluations of Title II materials, providing criteria for selection, disseminating information.

II. ALLOCATIONS

A. Fiscal Year 1966: \$2,309,246.

B. *Percentages.* Ninety per cent will be reserved for school library resources. The remaining 10% will be assigned to projects according to three priorities of needs: if they cannot be met by other means, if they are for special groups of students, or if they are for schools setting up new patterns or newly employing a school librarian establishing a centralized library. The formula for allocating the 90% depends on enrollment of children and teachers, economic status of the district, and an effort measure based on per capita expenditure. Also involved is a need factor based on quantity and quality of materials now available.

C. *Processing.* Pre-processing by commercial companies will be allowed, as will processing by the public subadministrative agency, at no more than \$1.25 per book for processing and for delivery. The public subadministrative agency may not charge more than the actual costs.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by June 30, 1967 for public subadministrative agencies; by 120 days after June 30, 1966 for state agencies.

IV. PROGRAM

A. *Standards.* Standards will be developed and revised, based on Missouri Handbook for School Library Services 1964; STANDARDS FOR SCHOOL LIBRARY PROGRAMS (AASL); "Selecting Materials for School Libraries," (AASL) and State Department of Education's Classification and Accreditation requirements for textbooks. An advisory committee is to review at least annually the quantitative and qualitative standards for resources, textbooks and other instructional material.

B. *Book Selection.* Standard selection tools and reviewing media.

C. *Distribution.* Public subadministrative agencies will be the LEA wherever feasible; in cases where it is determined not feasible by the State Department of Education, a public library or the Missouri State Library will be designated. Materials will be made available to private schools on a loan basis only, through the LEA or, if not feasible, a public library or the Missouri State Library. The public subadministrative agency will be authorized to purchase on approval of the project. Title to, and accountability for materials rests with the public subadministrative agency.

RÉSUMÉ, MONTANA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Montana State Plan will be under the general supervision of the Director of the Division of Instructional Services and directly under the Assistant to the Director. The Supervisor of Audio-visual and Library will assist on a part-time basis. The services to be provided are in connection with setting policy, revising standards, disseminating information, and providing the reports required by the Act. Other assistance, such as in-service education, and the provision of leadership will be given as State staff and time allow.

II. ALLOCATION

A. Fiscal Year 1966: \$382,828.

B. *Percentages.* Major expenditure will be for school library resources. No textbooks will be acquired the first year. Allocation of funds is based on the number of low-income children, the total number of children enrolled, and the tax valuation of school districts. No elementary school district is to receive less than \$30, and the minimum for a secondary school district is \$40.

C. *Processing.* All materials will be purchased preprocessed, as far as possible.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* "Standards for Accreditation of Montana Elementary Schools 1961," "Standards for Accreditation of Montana High Schools 1960," and a "Guide for Montana School Libraries 1961," will be utilized, studied, and appraised for possible revision.

B. *Book Selection.* The use of standard selection tools listed in the "Guide for Montana Schools 1965" and "Selecting Materials for School Libraries" (AASL) will be prerequisites for approval.

C. *Distribution.* The State educational agency will purchase all books and title to all materials will be vested in the State educational agency. For the first year of operation only, materials for public schools will be distributed on an equitable basis according to relative need. Materials for public schools will be made available for a term of indefinite loan; materials for private schools will be made available on the same basis for a term of one year, renewable annually upon request to the State educational agency.

RÉSUMÉ, NEBRASKA STATE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Plan for public school children and teachers will be administered by the State Board of Education. The official title of the officer who will administer the plan is the Nebraska Commissioner of Education. Actual administration of the Plan will be the responsibility of the Director, Title II, and Director, Instructional Materials and Library Services. Additional professional staff will be added as funds are available and as the need develops. Subject area consultants from other sections of the Department of Education may be assigned on a part-time basis to the Title II program. A State Title II advisory committee will be appointed.

II. ALLOCATION

A. Fiscal year 1966: \$775,144.

B. *Percentages:* It is estimated that 37% of the funds will be spent on school library resources, particularly for elementary school collections, and 63% will be used for other instructional materials. As schools develop centralized collections and employ librarians, the percentage for school library resources will increase, with the ultimate goal to be as close to 100% as possible. No funds will be used for textbooks.

Method of allocation: Approximately 12% of the allotment for public school children and teachers will be used for special purpose grants to provide incentive for the establishment of model collections and exemplary regional collections. Local public school districts individually or in combination will be eligible for special purpose grants. The remainder of the funds will be allocated in three categories among public school districts on the basis of unit valuation. The Plan will be amended in relation to allocation of funds for the 1967-68 school year on the basis of standards to be developed and more adequate criteria of relative need.

C. *Processing:* Reasonable costs of acquisition, to include processing, delivery, and cataloging charges, will be allowed up to \$1.00 per item for local processing and 75¢ per item for commercial pre-processing.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966) ; liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards: Standards for School Library Programs*, AASL 1960, will form the basis.

B. *Book Selection*: Selection will be made at the local level by professional personnel using reliable tools and reviewing media, including *Selecting Materials for School Libraries*, AASL

C. *Distribution*: In the opinion of the State Attorney General, no State agency is authorized by law to provide library resources, textbooks, and other instructional materials for use of children and teachers in private elementary and secondary schools. Therefore, the Plan includes no provision for these children and teachers. Local public school districts will submit applications to the State agency for approval, will order materials from approved projects and retain title to them. These materials will be made available along with other materials customarily used in schools.

RÉSUMÉ, NEVADA STATE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Plan will be administered by the State Board of Education. The Superintendent of Public Instruction will be in charge, aided by a Consultant-Coordinator Library in the State Department of Education.

II. ALLOCATIONS

A. Fiscal 1966: \$211,763

B. *Percentages*: Textbooks are excluded. There is no required percentage for any one category of instructional materials; however, it is estimated that not more than 80% will be spent for library resources.

C. *Processing*: The average commercial rate will be allowed.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966) ; liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*: The State Department of Education will develop adequate standards with help of local committees, using as a basis "Suggested Aims for School Library Development in Nevada—1963."

B. *Book Selection*: Standard selection tools and reviewing media shall be used. The Superintendent of Public Instruction approves or disapproves lists of books for use in school libraries. School districts designated as depositories shall be the authorized purchasing agencies.

C. *Distribution*: LEA holds title to all materials, which are placed in district depositories on a permanent loan basis. They are then placed in schools within a district on a temporary basis.

RÉSUMÉ, NEW HAMPSHIRE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The New Hampshire State Plan will be administered by the State Department of Education. Activities under the State plan will be supervised by a Consultant, School Library Services, reporting to the Chief, Division of Instruction. State and local school committees of administrators, teachers and school librarians will assist in the development of standards for materials.

II. ALLOCATIONS

A. Fiscal Year 1966: \$336,232.

B. *Percentages.* For the first year, 100% of the funds will be spent for school for textbooks. It is anticipated that approximately 60% of funds will be spent for school library resources and approximately 30% for other printed and published materials. Criteria for determining relative need include an economic factor (involving the ratio of the valuation of a supervisory union and the number of students enrolled in public and private schools), a periodic inventory of available resources in participating schools, and the value judgment of qualified school library personnel.

C. *Processing.* Processing and cataloging expenses may be reimbursed when they are presented as a charge for a service and are reasonable and necessary.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* At present time no standards exist for elementary and secondary school libraries. A concerted effort will be made during the first year of operation of the State Plan to develop library standards.

B. *Book Selection.* Criteria to be used in selecting materials include: standard lists for use in elementary and secondary schools as published by the ALA and other nonsectarian professional organizations. Materials are purchased by the LEAs; selection must be approved by responsible staff prior to submission to the state agency.

C. *Distribution.* Ownership of materials acquired and loaned to children and teachers shall reside with the LEA. It must certify that materials acquired have been selected in consultation with representatives of the private schools, and that provision for loan of these materials to private schools in the area do exist.

RÉSUMÉ, NEW JERSEY PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The New Jersey State plan will be administered by the Coordinator of School Library Services, Public and School Library Services Bureau, a part of the State Department of Education. Professional staff members working on program will be school library supervisors, audio-visual, curriculum, and subject matter specialists in the State Department of Education, in consultation with an advisory committee. Some activities planned in connection with projects for materials are assistance in developing applications, and review and approval. Inservice education will be provided on such matters as selection of materials for new schools, preparing programs for use of new materials, and using multi-media teaching.

II. ALLOCATIONS

A. Fiscal Year 1966: \$3,233,812.

B. *Percentages.* Not more than 100% of each LEA entitlement is to be used library resources and other instructional materials. For the first year, allocations will be made to schools classified in three groups on the basis of the adequacy of their school library collections. A sliding scale from \$2 per pupil for schools with less than three volumes per pupil or a total of less than 3,000 volumes, down to \$1 per pupil for schools with five per pupil or more than 5,000 volumes will be used. Schools in the last group may ask for additional funds up to 50¢ per pupil if they have special instructional needs. Private schools will be similarly classified and will receive their fair share.

C. *Processing.* Books purchased with commercialized processing may include the cost of processing in the cost of acquisition. When materials are not purchased preprocessed, the cost of full processing will be allowed up to \$1.25 per volume; partial processing will be allowed up to 50¢ a volume; the cost of adding property or identification stamp will be allowed up to 25¢ a volume.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966) ; liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* The Advisory Committee for Title II has recommended the adoption of the following documents as standards: *Elementary School Library Facilities in New Jersey*, *Minimal Suggestions for Secondary School Library Facilities in New Jersey*, and *Audio-visual Standards*.

B. *Book Selection.* Materials will be selected by professionally trained librarians and certified teachers, with the consultation and advice of the State Department of Education.

C. *Distribution.* Materials will be distributed to private schools by the Public and School Library Services Bureau in the State Department of Education, according to the same formula of distribution to public schools. Materials will be loaned to private schools. LEAs will purchase and distribute within their own districts, with funds advanced upon approval of allocation.

RÉSUMÉ, NEW MEXICO PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT)

I. ADMINISTRATION

The staff for administration of the Plan in the office of the Superintendent of Public Instruction will consist of the Director of the State Textbook Division who will administer the program, assisted by a Library Services Specialist.

II. ALLOCATIONS

A. Fiscal Year 1966: \$590,702.

B. *Percentages.* The anticipated proportions are 75% for school library resources, 15% for textbooks, and 10% for other instructional materials, but in practice, the proportion of allotments will be based on the extent to which the school exceeds or falls below standards. A portion of the state allotment will be allocated on the basis of the quantity and quality of available resources as compared to State standards, effort to provide instructional resources, and lack of financial ability to supply need. In addition, all schools meeting minimum standards for materials will be allotted an amount not over \$1.50 per pupil.

C. *Processing.* Necessary and essential costs of processing, cataloging, and delivery are allowable to a maximum of \$1 per book.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966) ; liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* Assessment of existing state standards will be conducted periodically. These standards include criteria for the selection of materials, which will be supplemented by reviewing and selection committees to be appointed by a State Board of Education.

B. *Book Selection.* (See above).

C. *Distribution.* Materials selected by local school authorities and representatives of private schools will be ordered by the state textbook division. They will be made available to private schools on a loan basis not to exceed one year, subject to readjustment. The state agency retains title.

RÉSUMÉ, NEW YORK PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff for administration of the New York State Plan in the Office of the Commissioner of Education will consist of the Supervisor of School Library Services, assisted by four Associate Supervisors. The Divisions of Educational Communications, Curriculum Development and Library Extension will also have program responsibility. An advisory committee will provide counsel on administration.

II. ALLOCATIONS

A. Fiscal Year 1966: \$8,293,725

B. *Percentages.* Not less than 50% of each project must be allocated for school library resources and not more than 25% for textbooks; other instructional materials may not be more than 25% of each project. A two-part grant program has been developed: basic grants (90% of the state allocation) and special purpose grants (10% of the allocation), the latter to establish outstanding school library collections of instructional materials centers to satisfy requirements of children and teachers in special instructional programs. Criteria established for basic grants gives highest priority to elementary school resources, high priority to such special program needs as remedial reading for the gifted, advanced placement, innovative or special programs.

C. *Processing.* For the first FY of the program, the cost allowed for processing and cataloging shall not be more than \$1 per book or allowable item.

III. DEADLINES

Funds must be encumbered by the end of FY (June 30, 1966); liquidation (books received) must be accomplished by September 15, 1967.

IV. PROGRAM

A. *Standards.* An advisory committee will study existing standards and make recommendations and reports as to development and revision of standards for Title II materials.

B. *Book Selection.* School library resources shall be selected in the usual professional manner with the help of "Aids in Book Selection for Children and Young People," prepared by the State Education Department, and "Selecting Materials for School Libraries," (AASL).

C. *Distribution.* LEAs will receive allocations for all private schools within their districts and will be responsible for acquiring for their use at least an equitable amount of resources on a free loan basis. The terms of such loans will vary from district to district.

RÉSUMÉ, NORTH CAROLINA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff for the North Carolina State Plan will consist of the Title II program director, assisted by ten professional staff members in library and audio-visual services. An advisory committee will provide counsel on administration.

II. ALLOCATIONS

A. Fiscal Year 1966: \$2,435,404.

B. *Percentages.* Up to 100% of the funds may be spent for school library resources and not more than 20% for other instructional materials, not more than 10% for textbooks. Public schools may acquire textbooks from Title II funds only for use in officially approved experimental programs. An initial allotment will be made of \$1 per capita for public and private elementary and secondary schools. A special supplemental allotment not to exceed \$75,000 will be made to a limited number of school districts for demonstration libraries meeting specified criteria of personnel, facilities and program. To provide for relative need, schools will be divided into four groups and ranked according to quantity of library books, periodical subscriptions, supplementary books, and

basic collections of audio-visual materials in relation to State standards, and according to local effort to supply instructional materials in relation to total school expenditures.

C. *Processing*. Allowable unit costs for cataloging, processing and delivery will be established by the LEA; this unit cost not to exceed the maximum unit costs established annually by the State Superintendent of Public Instruction.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*. The advisory committee will draw up revision of the current State quantitative and qualitative standards.

B. *Book Selection*. A comprehensive learning materials examination center to aid school personnel (public and private) in evaluating instructional materials will be established. Criteria and lists of professional aids are to be developed.

C. *Distribution*. Materials will be made available to private schools through loans to the schools from a county, city, or regional depository or a supplementary library center administered by a LEA. The LEAs select materials. The State Department of Public Instruction approves them, and the local unit writes the purchase order. State Department of Public Instruction or LEA retains title to all materials.

RÉSUMÉ, NORTH DAKOTA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff in the Office of the Superintendent of Public Instruction will consist of the Director of Library Services and Instructional Materials, assisted by the specialists in the Department of Public Instruction. The members of the State Board of Public Education and the Library Advisory Committee will provide counsel on administration.

II. ALLOCATION

A. Fiscal Year 1966: \$347,300.

B. *Percentages*: At least 75% of the total allotment shall be used for school library resources and 25% for other instructional materials. Textbooks shall be excluded until the need requires that the plan be amended.

Method of allocation: Ability of local districts to support the program adequately is initial basic criteria. A formula based upon the valuation per child in the school district will be used to allocate materials.

C. *Processing*: Processing and cataloging expenses for library books shall not exceed 75¢ per book.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*: The Department of Public Instruction will see that appropriate standards are developed and made available. Outstanding education people, with personnel from other state agencies, will form committees to assay current standards and requirements, using as a basis existing quantitative and qualitative standards in the "Administrative Manual for North Dakota Schools."

B. *Book Selection*: No recommended lists were identified.

C. *Distribution*: All requests by nonpublic schools will be made through the LEA, which shall retain title. Materials are to be made available to private schools on a loan basis.

RÉSUMÉ, OHIO PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Ohio State Plan will be administered by the State Department of Education, Office of Federal Assistance Programs, with the Coordinator of Title II serving as administrative head of the program. Educational specialists as necessary will assist in the administration.

II. ALLOCATIONS

A. Fiscal Year 1966: \$5,406,689.

B. *Percentages*: 10% will be reserved for special purpose grants. Of the remaining 90% (made up partly of basic direct grants and partly of grants on a sliding scale of economic need) at least half will be used to develop elementary school libraries. Projects submitted shall provide for such expenditure in the amount of 50-100% of the school library resources total. Not more than 25% shall be spent for other instructional materials, and not more than 25% for supplementary textbooks.

C. *Processing*: The amount allocated for processing and cataloging of library resources shall not exceed 75¢ per book.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*. Minimum standards have been developed and will be reviewed and revised through the use of state committees of representatives of all areas of the teaching profession.

B. *Book Selection*. Library books purchased will in general be those included in the sources in "Selecting Materials for Children and Young Adults" (AASL).

C. *Distribution*. LEA's and state agencies offering approved programs in elementary and secondary education are authorized to purchase materials. Materials will be made available to private schools in one of two ways: either a project application might contain a separate project for private schools and materials would be lent to them; or by wide periodic circulation of materials rotated in packages from school building to school building, both public and private; or materials could be made available from a central depository to all schools, on the basis of loan.

RÉSUMÉ, OKLAHOMA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Oklahoma State Plan for *public* schools will be administered by the State Board of Education. The authorized officer is the State Superintendent of Public Instruction, State Department of Education, and the plan will be administered by the Director of the Division of Library Resources and Instructional Materials. The State Board of Education will appoint an advisory committee to assist in the implementation of this plan. The State Attorney General has ruled that the State Department of Education is not authorized by law to administer services to private school children and teachers.

II. ALLOCATIONS

A. Fiscal Year 1966: \$1,266,877.

B. *Percentages*. It is anticipated that 60% will be spent for school library resources, 20% for textbooks, and 20% for other instructional materials. As part of the LEA application a rating scale assessing the quality, quantity, adequacy and recentness of school library resources, textbooks and other instructional materials in relation to an effort index will be used to determine relative needs of the LEA for each of the three categories of materials.

C. Processing. Necessary and essential costs, not to exceed 10% of a project application, for processing, cataloging, and delivery, may be considered as a part of the acquisition costs.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. Standards. The Library Resources and Instructional Materials Division, with the assistance of the advisory committee, will use criteria developed by national, regional, and state organizations, agencies, and accrediting associations in upgrading requirements for materials. The Division will produce a guide to assist school districts in carrying out these standards.

B. Book selection. Suggested lists of eligible media shall be prepared to help school officials choose appropriate materials.

C. Distribution. The method of distribution of materials to public school children and teachers will be made on the basis of assessment of existing resources. The amount is not known at this time (see above). Note: (Special arrangements for service to private schools are currently being made.)

RÉSUMÉ, OREGON PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Oregon State Plan will be administered under the Director of the Curriculum and Instructional Media Section of the Division of Instruction, with project operations under a Coordinator for Title II. Consultants on instructional materials, school libraries, curriculum publications, instructional television and radio, and general and special field consultants will perform Title II duties. These include disseminating information; assisting local agencies and schools in project preparation, in building new and improved library and instructional materials collections, and in improving services with instructional resources; assisting in workshops at all levels; helping develop local leadership; providing inservice education; conducting surveys; and evaluating statewide the results of Title II projects.

II. ALLOCATIONS

A. Fiscal Year 1966: \$975,357

B. Percentages. No textbooks may be purchased the first year. If an allocation is made thereafter it will be from 0-10% of total; up to 10% can be spent for textbooks thereafter if used. From 80% to 100% for school library resources, and 0% to 10% for other instructional materials. Libraries and instructional materials centers of all LEAs to be placed in five classes of relative need for materials on the basis of data in the State Department. Same information will be collected on private schools. On index of effort based on economic factors will be developed and schools placed in five groups according to effort corresponding to the five classes of need.

C. Processing. Processing, cataloging, and delivery allowable for school library resources, up to \$1 per item; for textbooks, up to 25¢ per item. Costs for standard commercial processing allowable up to above limits.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. Standards. Department of Education will assure adequate standards based on official state school standards adopted in 1959, being revised by Department consultants; standards developed by the State Textbook Commission, and guidelines issued from time to time by the Department.

B. Book Selection. Textbooks shall be selected from the lists of state-adopted textbooks in the circulars of the State Textbook Commission. For subjects where

the State has made no adoption, textbooks shall be selected from catalogs of recognized and reputable educational publishers and be of relatively recent copyright. All books, atlases, encyclopedias and other standard reference materials shall be selected from those listed in: *Basic Book Collection for High School Libraries*, *Basic Book Collection for Junior High Schools*, *Basic Book Collection for Elementary Schools*, *Standard Catalog for High School Libraries*, *Children's Catalog*, *Booklist and Subscription Books Bulletin*, *Bulletin of the Center for Children's Books*, and lists prepared by the Oregon Department of Education and authoritative bibliographies and book selection aids accepted by the Department.

C. *Distribution.* The State Board of Education will administer and supervise the program directly to LEAs, but will arrange for them to administer the program for public and private schools within their districts. The LEA will write purchase orders. Private school officials will be notified when materials designated by agreement for use on an equitable basis are available; the materials will be placed in the private schools on a loan basis. Private schools shall have opportunities to share on an equitable basis consistent with state law. Material will be placed on loan for one school year, but varying selections from the public school collections will be placed on inter-library loan to the private school for extended periods of time (but for less than one school year, renewable by request).

Title shall be retained by LEAs, intermediate education districts, special public education agencies, and public universities and colleges operating campus laboratory or teacher training schools.

RÉSUMÉ, PENNSYLVANIA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Pennsylvania State Plan will be administered by the Department of Public Instruction through the Division of School Libraries in consultation with the Policy Advisory Committee and Library Resources Selection Committee. In addition to the Director of the Division and Coordinator, 89-10, Title II, eight professional school library positions will be established, assigned to the Division and to three branches in Harrisburg, Philadelphia and Pittsburgh.

II. ALLOCATIONS

A. *Fiscal Year 1966:* \$5,908,219.

B. *Percentages.* At least 75% for library resources; 25% for textbooks or 25% for other instructional materials, the total of this 25% to be determined by the LEA; or any proportion in excess of the 75% for library resources up to 100%. Fifty per cent of the requisition funds to be distributed on a per capita basis; the remainder on the basis of educational need.

C. *Processing.* Processing shall be the option of the LEA except that schools which do not provide the services of a librarian shall be required to receive all library resources, completely processed. The cost of technical processing shall not exceed 75¢ for any single item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* Projects will be evaluated according to the Pennsylvania School Library Standards. Current regulations will serve as the standards by which LEAs are evaluated regarding their library resources and programs.

B. *Book Selection.* Catalogs of printed and published library resources approvable for selection and criteria for selection of other instructional materials, as determined by the Library Resources Selection Advisory Committee, together with a listing of textbooks approved for selection, will be distributed to each LEA or agent of private schools.

Examination copies of each library resource listed in the approved-for-selection guide will be purchased and made available to teachers and administrators. These examination copies will be housed in the branches of the Division of School Libraries (Philadelphia, Harrisburg, and Pittsburgh).

C. *Distribution.* Ownership of the materials acquired will vest only in the State Department of Public Instruction; materials will be available to both public and private schools. Although the local schools will indicate their selection of materials, books themselves will be ordered by the State Department of Public Instruction and delivered directly to the public or private agency that ordered them.

RÉSUMÉ, RHODE ISLAND PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Rhode Island State Plan will be administered by the State Board of Education through its associate Commissioner of Education, Division of Instructional Services. A new position, Coordinator of Title II, will be created, and a State Title II Advisory Committee (which may consist of teachers, supervisors, and administrators from both public and nonpublic schools and other persons with specific interests and abilities in the field) will be established. Other professional personnel will provide services in their areas of specialization.

II. ALLOCATIONS

A. *Fiscal Year 1966:* \$427,974.

B. *Percentages.* At least 50% of each project must be spent for library resources until the school library standards have been met. Not more than 25% shall be expended for textbooks and not more than 25% for other instructional materials. A minimum entitlement of \$1 per pupil in public and nonpublic schools will be made to the LEA; the remainder is to be allocated according to the number of pupils to be served and the financial ability of the district. Any funds not expended by LEAs prior to May 1 of the fiscal year may be reallocated within the State.

C. *Processing.* Processing and cataloging costs may be included in the price of each item purchased by the local education agency. Preprocessed materials may be purchased, or the local agency may contract with a public library system, a college or university library system, or similar service center for processing and cataloging services. The cost of such service shall in no case exceed an average of \$1 per item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* Standards for school libraries were adopted on May 9, 1963 and are effective in two stages; July 1, 1964, and July 1, 1967.

B. *Book Selection.* Approval of texts and other instructional materials is a function of the local school committee. "Selecting Materials for School Libraries" (AASL) is recommended.

C. *Distribution.* The materials listed on the approved application will be purchased by the LEA. It will be responsible for the processing of all materials and for the delivery to the agent of the nonpublic schools of those materials which will be loaned to those schools. The proportion of funds to be expended on materials for private schools will depend upon the proportion of private school children to public school children in the school district.

RÉSUMÉ, SOUTH CAROLINA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

Overall responsibility for the South Carolina State Plan is assigned the Assistant to the State Superintendent. The Title II Coordinator has immediate program responsibility. Consultative personnel will be added, and the range of duties of other specialist positions expanded. More services will be given local school district personnel for maximum use of instructional materials to achieve

program objectives. Inservice work and overall local school program development will be stressed. Each local school district will submit a project to the State to include materials for children and teachers in all eligible schools within its bounds and to describe how such materials are to be made available on an equitable basis to provide schools.

II. ALLOCATIONS

A. Fiscal Year 1966: \$1,320,035.

B. *Percentages.* During the first year 100% will be used for school library resources (textbooks will be supplied under Title I). Each school district will receive an entitlement, 50% of which will be based on enrollment and 50% on relative number of children enrolled who also qualify for Title I programs. First priority will be given to schools most deficient in meeting minimum or recommended school library standards.

C. *Processing.* Costs of processing, cataloging, and delivery are allowable. The school district may allow 10% of its allocation, or may establish a central cataloging and processing service up to 10% of allocation.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* State Standards for School Libraries as adopted by the State Board of Education will be followed initially. The appropriate advisory committee will continuously study and evaluate and make recommendation for revision. The State adopted list of textbooks shall be adopted as meeting the needs of children from a qualitative standpoint.

B. *Book Selection.* Book selection will be made by reliable local school professional personnel (including private) from approved State listing of suitable library resources or with special approval, from other professionally prepared bibliographies.

C. *Distribution.* Eligible private schools may participate in the same manner as eligible public schools. There shall be an expansion of consultative services to local teachers, librarians and administrators will regard to the maximum utilization of materials. Title to all materials shall be held by the Board of Trustees of the LEA. Materials shall be made available to children through placement in local school libraries.

RÉSUMÉ, SOUTH DAKOTA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The State Plan will be administered by the State Board of Education and a State Advisory Committee may be established upon recommendation of the superintendent of public instruction. Within the State Department of Public Instruction, the administration of the State Plan will be the responsibility of the Administrator of Title II who is responsible to the School Library Consultant within the Division of Instruction.

II. ALLOCATION

A. Fiscal Year 1966: \$386,888.

B. *Percentages.* For FY 1966 100% of the allotment shall be used for school library resources. The proportions may be revised on the basis of study.

Method of allocation: The formula provides that the amount allocated per child shall be in a ratio of 3 to 2 as between children in grades K-8 and grades 9-12. Estimated per pupil entitlement for pupils is \$2.10 (elementary) and \$1.40 (high school).

C. *Processing.* The amount allowed for preprocessing or local processing shall not exceed \$1 per book.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966) ; liquidation (books received) must be accomplished by the end of the following fiscal year (June 30, 1967).

IV. PROGRAM

A. *Standards.* Department of Public Instruction will assure that appropriate guides and standards are developed, based on existing State standards and American Library Association *Standards for School Library Programs*.

B. *Book selection.* Standard selection tools.

C. *Distribution.* Project applications for school library resources will be submitted by LEA's to the State Department of Public Instruction on behalf of public and private schools. After approval the LEA can order the materials and make them available to private schools on a loan basis, retaining title itself.

RÉSUMÉ, TENNESSEE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff in the Office of the State Commissioner for Education will consist of a State Director assisted by three supervisors. An advisory committee will provide counsel on administration.

II. ALLOCATION

A. *Fiscal Year 1966:* \$1,826,346.

B. *Percentages.* For the first year, the total allotment will be spent for school library resources.

Method of allocation: Will be made on the basis of the relative financial ability of the schools in the area to support education and on the total enrollment of all schools in the area served. The local educational agency will distribute materials to the children and teachers in the schools to be served on the basis of need, using number of library books in each school as an index.

C. *Processing.* Cataloging, processing and delivery services will be established at a rate normal for these services in the State.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966) ; liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* State Board of Education will see that appropriate standards are developed through the use of state staff personnel, representatives of local education agency personnel and competent professional personnel from colleges, universities and other sources. The first year, existing State standards supplemented by national AASL standards will be used.

B. *Book selection.* To be based on the use of reliable printed lists and reviews.

C. *Distribution.* The LEA will be the sole public agency to purchase and retain title to materials for use by children and teachers in all schools. The LEA will develop a specific plan to make materials available on a loan basis to all schools.

RÉSUMÉ, TEXAS PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Texas State Plan is to be administered by the Instructional Media Division in the State Education Agency, and will use the services of subject matter specialists, consultants in library services, and others involved in instruction.

II. ALLOCATIONS

A. Fiscal Year 1966 : \$5,345,745.

B. *Percentages.* Up to 70% for school library resources, up to 15% for textbooks, and up to 15% for other instructional materials. Relative need criteria provides for distribution of funds (for the first year only) according to (a) per capita sum up to 50% of allotment, (b) the State Minimum Foundation Program formula for the remaining amount to be allocated to LEAs, and (c) allocation at local level for each category of materials according to needs determined by a committee representative of administrators of all eligible schools.

C. *Processing.* Costs of processing, cataloging and delivery shall be considered part of the acquisition costs. They may be reimbursed at a rate not to exceed the rates normally charged by a commercial source.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966) ; liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* A committee of specialists has reviewed all existing requirements and standards relating to school library resources, texts and other printing and published instructional materials. Following their recommendations, the staff of the Texas Education Agency has established a set of basic requirements and standards, to be revised and updated annually.

B. *Book Selection.* Standard selection tools such as those developed by professional organizations should be used.

C. *Distribution.* LEAs will make material available to all public and private schools on an equitable basis. Title shall rest in a legally constituted LEA classified in Texas as either common, rural, or independent. Only the LEAs have the authority to purchase.

RÉSUMÉ, UTAH PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The staff for administration of the Utah State Plan in the Office of the Superintendent of Public Instruction will consist of the Administrator of the Division of Instructional Media, assisted by a Library Specialist. An advisory committee will advise and counsel the Library Specialist on matters pertaining to the improvement of school library service.

II. ALLOCATIONS

A. Fiscal Year 1966 : \$587,662.

B. *Percentages.* Up to 95% of the first year's allocation may be spent for school library resources including other instructional materials; up to 10% of the first year's allocation may be used for textbooks. Funds to be allocated using an equalization formula for 45% of the funds; 45% to be divided on a per capita basis using average daily attendance; 5% to provide materials on a State or regional basis or on basis of special need.

C. *Processing.* Cataloging and processing of books, magazines, and film strips is allowable up to 50¢ per item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966) ; liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAMS

A. *Standards.* The staff of the State agency, assisted by the Advisory Committee on Library Services, shall determine standards and recommend goals to attain them.

B. *Book Selection.* Standard methods and book selection tools will be used. All textbooks purchased must be on the State approved list.

C. *Distribution.* The LEA will purchase materials and retain title to them. These materials will be made available to private schools from central instructional materials centers, instructional materials centers in schools, and an instructional materials center in a public library.

RÉSUMÉ, VERMONT PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The Director of the Division of School Libraries will be responsible for planning and administering the Plan. The position will be financed under Title V of ESEA. An Assistant Director will be primarily responsible for interpreting the plan and is expected to spend a good deal of time visiting schools, holding workshops, and conducting other program activities.

II. ALLOCATIONS

A. Fiscal Year 1966: \$208,027.

B. *Percentages.* For the first year, 100% of the funds are to be used for school library resources.

Method of allocation: Since a survey of school library materials showed that the public and private schools have approximately the same needs, 74% of the funds will be allocated on the basis of school enrollment, public and private, for each district, 11% on an incentive factor, and 15% on a weighted fiscal effort.

C. *Processing.* Total costs of commercial preprocessing and shipment are allowable. When complete or partial processing is done by the LEA's the reimbursement is limited to actual costs, or \$1 or less per book.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* To be developed and made available under guidance of the Director of Library Services; they are to include State minimum secondary school library standards, which go into effect in 1967.

B. *Book selection.* Reliable professional selection tools, lists and reviewing media, including: H. W. Wilson *Children's Catalog*, 1961 edition, and *Junior High School Catalog*, 1966; *Basic Book Collection for Elementary Grades*, 7th Ed. and *Basic Book Collection for Junior High Schools*, 3rd ed., both ALA; R. R. Bowker's *Catalog of the 3300 Best Books for Children and Young People*; *A List of Books for Retarded Readers*, *Your Reading*, a *Book List for Junior High Schools*, both from the National Council of Teachers of English; *Science Book List for Children*, 1963 ed., American Association for the Advancement of Science; H. W. Wilson's *Standard Catalog for High Schools*, 1962 ed.; The ALA *Basic Book Collection for High Schools*, 7th ed., and *Doors to More Mature Reading*, 1964 ed.; and *Science Book List for Young Adults*, 1964 ed., AAAS. Bibliographies in curriculum guides of the Vermont Department of Education and selective lists developed by state departments of education, colleges, universities and schools, and official education agencies will be consulted also.

C. *Distribution.* LEA's retain title. The LEA receives an allocation for each eligible private school pupil, and the local superintendent will plan co-operatively with private school officials. Purchase orders will be written by the LEA's and materials will be received by them.

RÉSUMÉ, VIRGINIA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION PLAN) 1966

I. ADMINISTRATION

The Virginia State Plan will be administered by the State Department of Education, with responsibility delegated to the Division of Special Services, School Libraries and Textbook Service. The staff consists of a supervisor and two assistant supervisors of school libraries and textbooks, and an additional supervisory position added January 1, 1966. Annual evaluation to determine degree of improvement in instructional programs.

II. ALLOCATIONS

A. Fiscal Year 1966: \$2,095,347.

B. *Percentages.* Not less than 90% of the total grant shall be expended for school library resources including audio-visual materials. Not more than 10% for instructional materials that do not require processing for library use. No textbooks will be purchased in FY 1966. An initial allotment of not more than 50% of the funds will be distributed on the basis of average daily attendance; the remainder to be allocated as follows: (a) to school divisions for establishing central libraries in old or new schools; (b) to schools not meeting AASL standards for materials; (c) to schools or school divisions with special needs.

C. *Processing.* The necessary and essential cost, not to exceed 75¢ per item, incurred in processing and cataloging of materials may be considered as a part of the costs of acquisition.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* The School Libraries and Textbooks Service, assisted by an advisory committee, will continue its study to upgrade the standards for instructional materials.

B. *Book Selection.* All materials will be selected from the Virginia State-Aid Library Lists of Instructional Materials, supplementary lists, and other selection aids recommended by the State Department of Education.

C. *Distribution.* Selection of materials for private schools will be reviewed and approved by the LEA providing the materials; after approval, the material will be acquired, processed, and distributed on loan to the school. Purchase orders shall be prepared by the LEA and submitted in duplicate to the School Libraries and Textbooks Service which will forward an information copy directly to the appropriate publishers or dealers who have bona fide relations with Virginia. Materials will be ordered, however, by the LEA.

RÉSUMÉ, WASHINGTON PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

Responsibilities for the administration of the Washington State Plan will be divided among three divisions of the State Department of Public Instruction. Program functions will be performed in the Division of Curriculum and Instruction. They will include assisting LEAs in strengthening their school library services, developing instructional materials centers, and planning and conducting inservice work for school personnel responsible for selecting materials and improving instruction through their use. The State staff will include three Supervisors of Library Services, two Supervisors of Audio-Visual Services. Services will also be given by personnel in specialized areas of curriculum and instruction.

II. ALLOCATIONS

A. Fiscal Year 1966: \$1,591,758.

B. *Percentages.* For the first year, 100% for school library resources and other instructional materials. About 45% of the State allotment to be locally al-

located on a per capita basis. The remaining 50% to be distributed on a formula based on the districts' revenues plus its State support funds. No eligible district is to receive less than \$200.

C. *Processing.* Processing and cataloging expenses up to a maximum of \$1 per item will be allowed.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by June 30, 1967, with an extension of 20 days under State law.

IV. PROGRAM

A. *Standards.* The State standards, "Recommended School Library Services and Standards," will be used.

B. *Book Selection.* The approved book selection aids are listed in "Criteria for Selecting Instructional Materials" issued by the State Department of Public Instruction.

C. *Distribution.* LEAs shall retain title to materials. LEA shall submit application to the State on behalf of the private, as well as public, schools in the district and will loan materials on an equitable basis to all.

RÉSUMÉ, WEST VIRGINIA PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

An Assistant State Superintendent in charge of federal programs will coordinate all federally aided programs. The Administrator for Title II, who is an instructional materials specialist, will work under his general direction. An audio-visual specialist will be added, and all instructional specialists now on the staff will contribute their particular skills. The School Library Unit will be responsible for the supervision and evaluation of all public school library programs, inservice work, publications related to improved school library administration, supervision, and services, and for state leadership. Other Title II staff responsibilities will include program project evaluation and approval, development of forms and publications related to the program, coordination with Titles I and III and professional leadership and guidance to local agencies.

II. ALLOCATIONS

A. Fiscal Year 1966: \$924,800.

B. *Percentages.* Textbooks are excluded in fiscal 1966. Proportionate expenditures for school library and other printed and published materials, exclusive of textbooks, are to be determined by the LEA's for FY 1966, guided by the following priorities: highest for school library resources, high for special program needs such as remedial reading, special curriculum needs for programs for the handicapped; and lesser on quantitative and qualitative evaluation.

Method of allocation: For the first year, the formula for determining relative need will be based on the state aid formula and enrollment in public and private schools.

C. *Processing.* Pre-processing or commercial processing is allowed; for local processing, costs must not exceed \$1.00 per allowable item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* The State Department of Education will undertake a "Survey of School Library Resources and Instructional Materials." West Virginia has standards in terms of minimum numbers of books in school libraries; a committee of professional educators under the Title II administrator will undertake appropriate revision and development of existing standards.

B. *Book Selection.* Reliable professional selection tools shall be used as guides. One aid will be "Book Selection," in the West Virginia Library Manual for Junior

and Senior High Schools. Other recommended publications include those issued by the American Historical Association, the American Library Association, the Association for Childhood Education International, the Child Study Association of America, the H. W. Wilson Co., the American Council on Education, the American Association for the Advancement of Science, and the Educational Media Council.

C. *Distribution*. Resources acquired will be placed in the centralized school library or in secondary resource centers where central school libraries are not available (elementary schools will be encouraged to establish centralized libraries). LEA's will be responsible for acquiring resources (to which they will retain title) for private school children in an equitable ratio on a free loan basis. Private schools will use existing private school library facilities or a special depository within the LEA. Under no circumstances will materials be lent permanently.

RÉSUMÉ, WISCONSIN PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The State plan will be administered by the State Superintendent of Public Instruction, who will appoint a standing State Advisory Committee for Title II composed of outstanding professional members of teaching, administrative and supervisory staff of schools or libraries, and interested citizens. Immediate responsibility for administration of the program lies with the Program Administrator, Title II, ESEA, assisted by supervisors. Most frequently involved will be the School Library Supervisor and the Supervisor, Audio-visual Education.

II. ALLOCATION

A. *Fiscal Year 1966*: \$2,278,827.

B. *Percentages*: It is estimated that approximately 45% of the total State grant will be spent for school library resources, 3-5% for textbooks, and approximately 50% for other instructional materials. As central libraries are created where they do not now exist, the percentage for other instructional materials will decrease and that for school library resources will increase.

Method of allocation: the relative need formula is based on the ability of the community to support an educational program as indicated by (a) the valuation supporting each student and (b) the amount of instructional material available to teachers and children throughout the district. Valuations supporting each child will be used in FY 1966 to set up three categories of allocation, and districts with higher valuation will receive lower allocations.

C. *Processing*: Processing and cataloging are allowable costs and may be done either by the supplier or by the LEA; cost is not to exceed \$1 per item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*: Wisconsin State Department of Public Instruction will compile, publish and disseminate during FY 1966 existing appropriate standards, including "Wisconsin Standards for School Library Service," and suitable excerpts from the National Education Association Department of Audio-visual Instruction's "Minimum Requirements: Audio-visual Equipment and Materials." With the cooperation of appropriate professional associations, standards will be revised and updated for FY 1967.

B. *Book Selection*: Local and state curriculum guides and other curriculum committee publications shall be used as well as reliable professional selection tools, lists, and reviewing media.

C. *Distribution*: Title to materials lent to private schools shall be retained by the State Superintendent of Public Instruction. He will designate a "principal teacher" of each private school to file a project application. On approval, he will place requests for material to be sent to that "principal teacher." The LEA will file project applications and, upon approval, place orders and retain title to all materials acquired. LEA's are also empowered to include in their project

applications materials for private school personnel within their districts. Materials acquired in this way would be the property of the LEA. In some school districts cooperative arrangements may be made among public schools, private schools, and "other public agencies" (such as a public library) whereby the "other public agency" will administer the materials.

RÉSUMÉ, WYOMING PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION Act) 1966

I. ADMINISTRATION

The staff for administration of the Wyoming State Plan in the Office of the Superintendent of Public Instruction will consist of the State School Library Specialist, assisted by an advisory committee.

II. ALLOCATIONS

A. Fiscal Year 1966: \$187,468.

B. *Percentages.* From 70% to 95% may be spent for school library resources, from 10% to 35% may be spent for other instructional materials, and from 1% to 5% may be spent for textbooks. Distribution to be made according to relative need, funds being allotted in order to bring the per pupil expenditure in each school up to approximately \$4.00 minimum. Schools without centralized libraries are eligible to receive funds only through the county school system but on the same \$4.00 minimum goal. Schools with centralized libraries exceeding the \$4.00 per pupil are also eligible to apply for allotments for special needs.

C. *Processing.* Expenses for district libraries doing cataloging only may not exceed 60¢ per title; expenses for cataloging and processing may not exceed \$1.00 per title.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards.* State standards will be developed. "Standards for School Library Programs" (AASL) will be used as evaluative criteria. The State agencies will assume leadership in establishing a State standards committee.

B. *Book Selection.* Standard selection aids will be used as a guide to selection of materials.

C. *Distribution.* Materials will be loaned to private school children and teachers according to educational need as shown in a questionnaire study and according to application from private schools for use of materials. The LEA will purchase these materials and retain title to them.

RÉSUMÉ, GUAM STATE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION Act) 1966

I. ADMINISTRATION

The program will be administered by the Director of Education, the Superintendent of Schools, the Assistant Superintendent-Instruction, and the Library Consultant Coordinator for Title II. The Director of Education will appoint a State Advisory Committee, composed of two school principals, two school librarians, and two representatives from the private schools.

II. ALLOCATION

A. Fiscal year 1966: \$56,000.

B. *Percentages.* Of the total grant, 75% will be allocated for school library resources and 25% for other printed and published materials. Textbooks have been excluded from the plan because of the Territory's free textbook program to public and private schools.

Method of allocation: Twenty-five percent will be allocated on the basis of the number of children enrolled and the balance of the funds will be distributed

among children and teachers in schools with no centralized libraries, in schools with less than 250 in enrollment, and in schools with inadequate collections.

C. *Processing*: Allowable expenditures will include necessary and essential costs for processing, cataloging and delivery. Whenever possible, the Central Depository will be expected to order preprocessed and pre-cataloged materials. Where this is not expedient or possible the cost for processing, cataloging and delivery shall be based upon the average commercial rate and shall not exceed \$1.50 per item.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*. The Department of Education will assure the development of appropriate standards using "Guam: Aims for School Library Development--1966" prepared in March 1966 by the School Program Consultant of Library Services for the Superintendent of Schools, Government of Guam.

B. *Book Selection*. Use will be made of standard selection tools and reviewing media.

C. *Distribution*. School Library resources and other instructional materials will be made available to public and private school children and teachers from a Central Depository, an agency of the Department of Education. Materials will be made available on a loan basis according to need, title to be retained by the Central Depository, as agent for the State Agency.

RÉSUMÉ, HAWAII STATE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The program will be administered by the Assistant Superintendent for Library Service, with personnel in the School Libraries and Instructional Materials Branch having primary responsibility for the execution of the program. An Educational and Cultural Committee will serve in an advisory capacity.

II. ALLOCATION

A. *Fiscal Year 1966*: \$391,124.

B. *Percentages*: For the first year, 100% of the allotment will be used for school library resources.

Method of Allocation: Allocation will be made according to relative need, the need to be established by State education Agency staff using quality and quantity of materials available, and State, local and private school expenditures for materials in relation to standards, as an index. Data for development of the relative need index was obtained from a survey of present holdings and current budgets of public and private schools.

C. *Processing*: A just and true cost for cataloging, processing and delivery shall be based on present costs normal for these services, established by the State Centralized Processing Center.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*: The Department of Education will take steps to assure that appropriate state standards are developed and made available, with the assistance of the Hawaii Association of School Librarians' Standards Committee.

B. *Book Selection*: Reliable professional selection tools, reviewing media and booklists should be used.

C. *Distribution*: School library resources will be made available to public and private elementary and secondary school children and teachers from a state education agency distribution center.

RÉSUMÉ, PUERTO RICO STATE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

Immediate responsibility for administering the plan in the Commonwealth Department of Education is assigned the Assistant Secretary of the Regular Instruction Program, supported by the Director of the Library Services Publishing Division (for textbooks), the Director of the Library Services (for school-library resources), and the Director of the Audio-Visual Education Programs (for other printed and published instructional materials). The Director of the Office for the Coordination of the Utilization of Non-State Funds will be responsible for the appropriate channelling of State plan activities. Consultative services will be provided local school districts by Central Office supervisors and technicians and Regional Supervisors.

II. ALLOCATION

A. Fiscal Year 1966: \$1,824,200.

B. *Percentages*: In public schools for the first year the proportion will be 15% for school-library resources, 60% for textbooks, and 10% for other. In private schools the money will be allocated 5% for school libraries, 2% for textbooks, and 3% for other. The remaining 5% will be spent for administration.

Method of allocation: Schools have been classified as "more needy" or "less needy" on the basis of the number of school library books per pupil and funds allocated in proportion. For the first year, funds are divided into separate allocations for public and private school children and teachers, based on the proportion of enrollments in each group compared with total enrollment.

C. *Processing*: Necessary and essential costs are allowable. An estimate of approximately 5% shall be considered as part of the acquisition cost. In no way may the allowance for the cost of these services exceed actual cost.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*: The Regular Instruction Program has developed a set of basic requirements and standards for application in public and other Commonwealth schools.

B. *Book Selection*: Selected textbooks are included in the official catalog of textbooks in use. For school library resources the following lists and reviewing media will be used. *ALA Booklist and Subscription Books Bulletin*, H. W. Wilson *Standard Catalogues for Elementary and High School Libraries*, the *Book Review Digest*, R. R. Bowker's *Libros en Venta en Hispanoamérica y España*, and others.

C. *Distribution*: Teachers, school librarians and other public school personnel will suggest materials they wish to use on loan. Requests will then be prepared and sent to the central office for review and approval. Private school officials will submit requests for materials, such requests to be reviewed and approved at the Department levels. All materials will be ordered by the Department, received and processed there. They will be sent to local school districts for distribution on loan to public and private schools within each district for the use of children and teachers in those schools. Title will be retained by the Commonwealth Department of Education.

RÉSUMÉ, VIRGIN ISLANDS STATE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

Under the general direction of the Deputy Commissioner of the Division of Curriculum and Instruction, the following persons will have full-time supervisory and administrative duties for the program in the Virgin Islands Department of

Education: the Director of Library and Instructional Services (development, planning, and implementation of library and audiovisual materials); and the Coordinator of Title II, a qualified librarian (school library program responsibilities which include inservice workshops, coordination with other Federal programs, working with the Advisory Committee).

II. ALLOCATION

A. Fiscal Year 1966: \$33,400.

B. *Percentages*: Not less than 75% of the acquisition funds will be used for school library resources. Up to 25% may be used for textbooks and other instructional materials.

Method of allocation: Fifty percent of the acquisition funds will be allocated on a per capita basis, and the remainder according to priorities as established by the Advisory Committee, using State plan criteria for relative need: quantity and quality of resources available, rate that materials are being provided by other means, and value judgments of qualified school library personnel.

C. *Processing*: Costs for preprocessing, cataloging and delivery are allowable at not more than \$1 per item or 20% of the cost, whichever is necessary. Preprocessing will be done wherever possible.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

IV. PROGRAM

A. *Standards*: Department of Education is to take steps to assure the development of appropriate standards.

B. *Book Selection*: Reliable professional selection tools, lists and reviewing media should be used as guides.

C. *Distribution*: The Virgin Islands Department of Education will be responsible for engaging in cooperative planning with private school officials. Materials will be made available on a loan basis. Title shall be retained by the Department.

RÉSUMÉ, TRUST TERRITORY OF THE PACIFIC ISLANDS STATE PLAN, TITLE II (ELEMENTARY AND SECONDARY EDUCATION ACT) 1966

I. ADMINISTRATION

The program will be administered by the Director of Education with the assistance of the Deputy Director, the Coordinator of Federal Programs in Education, the Supervisor of Library Services, and the Coordinators of Elementary and Secondary Education. The Trust Territory is not planning to use an Advisory Committee in the first year.

II. ALLOCATION

A. Fiscal Year 1966: \$64,200.

B. *Percentages*: The Territory's allotment will be expended mainly for school library resources. Minimal amounts may be spent for textbooks, and other instructional materials.

Method of allocation: Allocation for the first year is based on "value judgments." Highest priority will be given to secondary schools. Fifty percent of the grant is allocated on the basis of enrollment and 50% on the basis of need.

C. *Processing*: The cost of processing, cataloging and delivery is not to exceed \$1 for each book. Insofar as possible, the Department of Education will rely on preprocessing.

III. DEADLINES

Funds must be encumbered by the end of the FY (June 30, 1966); liquidation (books received) must be accomplished by the end of the following FY (June 30, 1967).

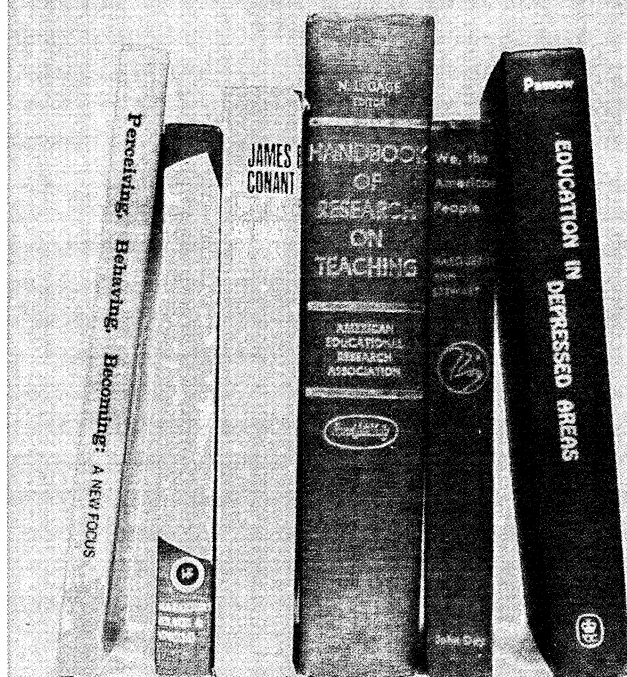
IV. PROGRAM

A. *Standards*: Standards are to be developed by the Department of Education (secondary public and private schools, on anything approaching a universal scale, are entirely new here). Inventories are to be taken and quantitative standards developed as a result.

B. *Book selection*: Standard selection tools and reviewing media are to be used.

C. *Distribution*: School library resources will be made available from a central location to be designated by the Educational Administration of each of the six districts, by loan to the schools—primarily to the teachers and students in those schools lacking libraries. Title is to be retained by the Department of Education.

instructional materials to meet the needs of urban youth



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INTRODUCTION

During a joint meeting of the Committee on Instructional Materials and of the Liaison Committee of the American Textbook Publishers Institute held in Chicago on June 3, 1964, publisher representatives requested a list of suggested instructional materials, enumerated by topic and grade level, to meet the needs of youth residing in large urban centers. In response, the Committee on Instructional Materials developed the following illustrative guidelines for the selection of content of such materials for use in both urban elementary and secondary schools which were accepted by official action of the Research Council, November 4, 1964. It must be emphasized, however, that these guidelines are merely possible suggestions which might be used in the preparation of instructional materials. In no way should they be regarded as a directive, nor as an overall plan for all schools, districts, and communities throughout the country. There has been no attempt to develop a basic framework or subject matter content nor to specify the grade levels at which the content should be taught. However, the suggestions have been listed in a progressive order on the basis of increasing pupil maturity for use in grade levels where they would seem most applicable.

CONSIDERATIONS IN SELECTION OF CONTENT

Among the considerations in the selection of content and the approach of textbooks and instructional materials are the following:

- Need for materials depicting realistic situations in urban areas.
- Basically, textbooks and instructional materials must be concerned with the diversity of people who make up the society in urban areas, the highly mobile and transient population, the differences in social and economic status between the different groups in each community, and the changes in economic, educational, political, social and family life.
- Concern for the pluralistic nature of society in urban areas. Big cities, by the very nature of their complexity, represent

SOCIAL STUDIES MATERIALS, K-12 URBAN AREAS

Contemporary and Realistic Aspects of an Urban Society and the Continual Change That Is Part of That Society

Change and mobility require that all individuals must be capable of adjustment in the society; that they learn that change is natural and that it may involve basic alterations in their lives.

- Include situations that show ways in which people live and work together in an urban community and the community services that help a community function.
- Use the problem-solving approach (as one method) to help pupils learn about the urban complex. For example, pupils may study about the way in which big cities solve the problem of providing adequate water supplies. Such an undertaking would involve finding information about:
 - Population density
 - Proper utilization of natural resources
 - Physical environment and water sources
 - Uses of water in industrial development
- Utilize contemporary situations to describe urban problems, such as population movements, population make-up, and differences in cultures.
- Point out the social problems created by the growth in the exercise of civil rights in newly integrated neighborhoods.
- Provide realistic treatment of the problems faced by the high school student when he enters the adult world in a newly integrated neighborhood.
- Describe the events leading to the passage of civil rights laws and the problems still to be faced in discrimination in housing, employment, recreation, and the use of public facilities.
- Help the pupil apply the principles of critical thinking to the choices he must make between violence and civil disobedience and the orderly legislative processes in solving the problems of discrimination.

many different groups of people who must unite their efforts toward strengthening their community, city, state, and nation, rather than become compartmentalized into divisive cultures.

Materials of instruction should avoid emphasizing the separateness of minorities when attempting to recognize their special needs. The materials should include references to cultural and ethnic groups as they arise naturally in descriptions of the overall urban community and should indicate appreciation for their contributions and achievements without undue emphasis.

- Concern for the identification of urban young people with events and people depicted in American history.

There is a pressing national need to stimulate new thinking about imaginative ways of presenting the American past for those who are handicapped by limitations of environment and beset with the problems which arise from differences in social class or racial background.

The young person in the sprawling urban complex needs to see himself as part of ongoing American history. An awareness of the part played in history by people like himself can help him in this identification.

- Need for materials to help develop vital skills of communication.

Materials are needed which provide specific suggestions for teaching literature, reading skills, and listening skills, and which will contribute to speech improvement. There is a need to understand the characteristics of the young people who use these materials.

ORGANIZATION

The suggestions in this report express the point of view of the members of the Committee on Instructional Materials and include examples of needed instructional materials. The suggestions and examples represent possible guidelines for the content of materials and have been listed in a progressive order on the basis of increasing pupil maturity rather than by grade levels. The illustrative guidelines for the selection of content apply to Kindergarten and Grades 1-12.

Complexity of Urban Areas as Groups of Communities and Neighborhoods

The need to belong is difficult to satisfy in a megalopolis. Young people should receive help in developing an understanding of the causes of rootlessness: occupational transiency; economic instability; lack of identification with the city; problems arising from short-term acquaintances; and the resultant disinterest in community needs.

- Guide pupils in the study of various kinds of neighborhoods and community settings, such as areas of single-family dwellings, multiple-family dwellings, neighborhood shops, shopping centers, small business establishments, office buildings, and schools.
- Build concepts from the immediate environment to the larger community through teaching about the interrelationships of communities, such as transportation networks of streets, roads, and freeways; transportation of goods and raw materials in a variety of ways between communities; and the relationship of neighborhoods and communities to the metropolitan center.
- Help the young person extend his interest and involvement beyond the family and immediate neighborhood by showing his role in the city as a whole and his importance to the entire community.

Expand concepts of the urban area as a megalopolis of residential areas, business and industrial areas, and manufacturing centers to develop understandings about: Development of urban centers through urban renewal projects.

Common problems of urban centers, such as traffic, utility services and protection of health and property. Relationship of suburbs and rural communities to metropolitan center.

Economic factors relating to production of goods, the market, financial operations, and policies concerned with public welfare.

- Point out the function of youth organizations and agencies in helping the pupil develop a sense of usefulness, worth, and belonging.
- Describe the conflicts arising in the young person who

must adapt to new friends, standards, values, and goals; and provide positive suggestions for the solution of the problem of rootlessness, identifying community workers and agencies available for assistance.

- Show that the student may experience many failures in achieving identification before even small success is achieved and that some problems require long-range rather than short-range efforts.
- Indicate how gang and club activities may be positively directed in efforts to improve the neighborhood, to participate in constructive community endeavors, and to make responsible use of recreational facilities.
- Show that the young people in the high school age group can exert a positive influence on younger children without being regarded as weaklings.

Diverse Backgrounds of Groups Living in the Urban Complex

Young people need to understand that society in an urban complex consists of many elements. They must be made aware of its existence, strengths, shortcomings, and contributions. To this end, students must learn to accept the existence of differing sets of values, to understand and avoid stereotypes, and to recognize the common goals of all elements of a pluralistic society, despite the diversity of races, religions, and cultures.

- Begin to develop understandings of the many different kinds of family structures in a multi-racial society, such as: Wholesome family life in two-parent and one-parent families; home environment when both parents are working.

Relationship of children to persons other than parents who may be responsible for them, including grandparents, housekeepers, and baby sitters.

- Develop appreciation for the achievements and contributions of members of cultural and ethnic minorities through reading of biographies, vignettes, stories, and use of illustrations.

Describe the pluralistic make-up of a megalopolis, exploring the development of cultural pockets or islands and noting the contributions and the problems which are

created. Point out that:

Neighborhoods are occupied by particular cultural groups and some of the specific customs evidenced in shops, foods, newspapers, and traditions.

It is important for people to work together. The community gains greater strength when people of different backgrounds unify their efforts in communities and cities.

Emphasize the interdependence of people living in large urban complexes and show how our life is constantly being enriched by the influences of other cultures, traditions, and the heritage of the past.

- Portray honestly the problems created by prejudice and discrimination and the ways in which the young person can recognize them and work to overcome them.
- Show how a young person can help to overcome distrust, fear, and discrimination by living up to the best in his culture and by acting responsibly in both the immediate and total communities.

Prepare supplementary materials which provide a coordinated anthropological and sociological approach to the problems of urban life.

Desirable Attitudes Toward and Respect for the Law and for Those Persons Who Have the Responsibility to Enforce the Law

The need to develop respect for the law as a cornerstone of society is of particular concern to responsible citizens and leaders in a megalopolis. Growing lawlessness and hostility toward law-enforcement officials must be countered by emphasis on the positive, protective role of the law and reliance on lawful group action.

- Develop understanding of and respect for those persons who have responsibilities for maintaining law and order, safeguarding health and safety, and developing the character of youth, such as: policemen, school personnel, probation officers and welfare workers, religious leaders, and leaders of youth clubs.
- Stress the need for law and law enforcement in maintaining a stable and secure society, and increase appreciation for the orderly process of law through

development of understanding of the reasons for rules and laws.

- Help the pupil to recognize that resentment of law enforcement represents rebellion against authority in general and that such an attitude endangers society.
- Show the need to resist peer group pressures when they contribute to violation of standards of behavior accepted by the community, and indicate positive activities which can provide wholesome outlets for the group.
- Illustrate the constructive roles of government and law in such fields as labor, traffic, health and sanitation, and licensing regulations.
- Contrast use of the orderly democratic process in solving problems and changing laws with the unpredictable, always dangerous use of extralegal action by groups such as the Ku Klux Klan, vigilante organizations, mobs, and rioters.
- Introduce the study of the psychological causes and effects of mob action to help young people recognize and guard against such manifestations in themselves and others and to act more rationally.

Occupational Opportunities Available in the Urban Area and the Need for Skills and Training

Young people need to develop a recognition of and appreciation for the dignity of all honest labor and of the satisfaction gained from a job well done. The urban complex, with its greater specializations and the lack of identification of an employee with the finished product, makes this goal difficult to attain. All young people, especially those of cultural minorities living in large urban areas, need to learn and experience the satisfaction of a job well done and to appreciate its significance as a contribution to the community in which they live.

- Provide material about persons who use skills and training to perform work in the immediate community such as:

Storekeeper, Salesman, Clerk, Barber, Engineer, Lawyer, Repairman, Bank Teller, Visiting Nurse, Teacher, Beautician, Doctor, Businessman, Bus Driver, Newsboy, Policeman, Fireman, Milkman, Librarian.

- Provide information about occupational opportunities, the training needed to take advantage of them, the value of developing talent and special abilities, and the importance of education.

- Describe persons in various levels of occupations who do their work so well that they are in constant demand.
- Point out actual situations in which faulty workmanship has resulted in failure or disaster.
- Help students to examine their goals in life and to begin to discriminate between false and real values, ideas of status, and conceptions of success.
- Show how job opportunities increase for the young person who is properly trained and prepared and who has set high standards of workmanship and achievement for himself.
- Reinforce the importance of preparation and training to young people of minority groups in seeking job opportunities which have opened to them because of progress in civil rights.
- Present evidence that opportunities in self-employment exist for young people of initiative who are responsible, well-trained, and unafraid of long hours of hard work; point out that rewards, nonmonetary as well as monetary, may be great in self-employment.
- Stress the need for all individuals to assume roles in society as competent, self-supporting, and self-realizing adults.
- Illustrate that retraining becomes necessary as old jobs are replaced by new ones requiring different skills.

AMERICAN HISTORY

The urban child, growing up in a large city environment, has difficulty in identifying himself with the events and the people depicted in American history. For large numbers of urban children, particularly those who are members of cultural minorities, American history must be made more meaningful, with greater stress upon the fact that history is made by all peoples. Materials are needed that:

- Deal with leaders of minority groups who have made real contributions to the scientific, political, and social

- development of our country, and which thus help members of these groups develop pride in their ancestry.
- Help the pupil to develop pride in his own country; understanding and appreciation of the American heritage, its traditions, and the many people who have contributed to the democratic way of life; and a respect for the innate worth and dignity of all human beings.
- Show the part played in United States history by our national leaders; by the "less-than-epic" heroes, such as reformers, social workers, civic leaders, inventors, teachers, scientists, and artists; and by the other people from every walk of life who make up the community.
- Point out the roles in American history of prominent and famous people from all ethnic groups.

- Provide due consideration of well-known contemporary figures who have transcended minority group barriers and with whom minority group youngsters can relate and accept as models upon which to base their own behavior.
- Describe contributions of lesser-known persons of ethnic and cultural minorities who have served their country.
- Develop an appreciation of all nations, without a loss of devotion to American ideals of democracy, by providing biographical accounts of heroes of other nations as well as American leaders.

- Provide accurate and frank portrayals of current problems and changing conditions as influences in shaping the future.

COMMUNICATION SKILLS MATERIALS, K-12 READING

Background Information Concerning Special Reading Needs

- The problem of teaching culturally deprived or culturally different pupils to read arises from several causes. Current literature refers to such factors as the following:
- Reading is not prized in the home. (In some sections of the nation, even in cities, home deliveries of daily papers are made to 25 per cent or less of the population.)
- Many adults over 25 years of age have completed no years

and the skill in presentation. Overt moralizing may seem "corny" to young readers.

Suggestions for Setting and Characters

- Stories usually should have the central part of a big city as their setting. Suburban settings sometimes should be used, but less often than in current teenage literature. In addition, exciting adventures with settings in outer space, in Alaska, on the American Frontier, and under water are acceptable.
- Some stories should take place in segregated, one-race neighborhoods and some in integrated, multiethnic neighborhoods. In books about multiethnic neighborhoods, it is especially important to avoid stereotyping. There should be some intergroup friction, some intergroup friendliness, and some friction between members of the same ethnic group. Intergroup relations may sometimes be the main theme of stories, especially in those with settings in changing neighborhoods, but should more often be used as background for a plot which is not concerned with intergroup relations.
- In materials prepared for pupils in upper elementary school grades and junior and senior high schools, characters portrayed should be adolescents or adults, but not young children.
- Characters should sometimes live in multiple dwellings, tenements, housing projects, and rundown one-family houses; less frequently, they should live in homes representing high-income levels.
- The tendency to stereotype the "middle class" and "middle-class values" should be avoided. The socioeconomic status of the main characters should usually be of the lower-lower and upper-lower classes, occasionally of the lower-middle class, and much less frequently of the upper class. Poverty, moonlighting, homes in which both parents are working, the matriarchal home, unemployment, and seasonal employment, as well as prosperity and regular employment, sometimes should be depicted.

language and ideas expressed in the content of readers need to be considered. The speech patterns and actual vocabulary used in real-life situations should be utilized in the content of the readers.

- Young people usually are more interested in books which portray life situations like their own and which, therefore, seem real. They are less interested in an unfamiliar, seemingly artificial society and way of living, but a few themes are so exciting that unfamiliar settings are acceptable. These include adventure, the struggle for survival, and life on the frontier.
- The success story, or "Horatio Alger" narrative, will appeal to pupils of low socioeconomic status if presented in a realistic contemporary context. Books of this kind can help raise pupils' aspirations, and thus aid "high horizons" programs.

• If a book arouses a genuine emotional response in the reader, it may help modify his attitudes, values, and behavior. Overt preaching or didacticism, however, will defeat its own purpose.

- The content of books for teenagers, from the upper elementary school grades through senior high school, should have strong and immediate appeal. Some specific suggestions include:

For all boys: Adventure, danger, survival, athletics, animals

For all girls: Dating, jobs for girls, school activities, mysteries

For both boys and girls: Science fiction, mystery and detective stories, humor

For high school boys: Jobs, cars, military service, dating

- Wherever appropriate, the reader should have an opportunity to make value judgments based on realistic behavior of characters, and his sympathies and emotions should be stirred in desirable directions. Success in modifying a reader's attitudes, judgments, values, and actions through literature depends on the emotional impact of the writing, the genuineness of the situations portrayed,

of school; great numbers of others have completed four years or less. Children in families with such backgrounds do not associate with anyone whom they value who uses books, magazines, or newspapers as a regular part of his life.

- Connected discourse (conversation) is all but unknown to many children. Martin Deutsch points out that words and phrases constitute the only verbal diet familiar to large numbers of boys and girls in the poorest sections of cities. These children have had no preschool experience with the expression of abstractions. Discourse at home has been a series of directions, instructions, and expletives delivered with the greatest possible economy.
- It is important that materials for these pupils be written by persons who understand current urban conditions and the cultural backgrounds of minorities.

Literature: Fiction, Drama, Poetry, Articles

Suggestions for Reading Levels

There should be a variation of reading levels so that material is available for children who represent a range of reading abilities. Some materials are needed for junior high schools with reading levels from second to fifth grade and for senior high schools with reading levels from second to eighth grade. However, the need for reading materials of this type does not mean there should be a lack of sophistication in content. Often subject matter of considerable maturity can be handled in easy-reading books. It is also desirable for books and stories to be short.

Suggestions for Content

- The content of reading materials should more adequately reflect the lives and characteristics of the young people who use them to learn to read. Clinical psychologists and psychiatrists should be consulted in determining the kind of image with which deprived or otherwise different children can identify, or at least not reject; then characters of this type should be depicted in pupil materials. Both the

- Home life of people in low socioeconomic groups often should be depicted as wholesome, although *not* because of deprivation. Some one-parent homes should be presented. Both the hardships and the wholesomeness which characterize such homes should be portrayed.
- Some "success stories" about characters who have risen socially, economically, or culturally are desirable. A gain, preaching should be avoided.
- Adult characters in stories should usually be blue collar workers portrayed with admiration; they sometimes should be unskilled or semiskilled workers portrayed without condescension; sometimes they should be highly-skilled workers or business or professional men.
- Minority group members should occupy a variety of economic and vocational levels, including the highest. In some stories, they should be self-employed or own their own businesses, and demonstrate pride in their independence.
- At every vocational level, persons should be portrayed as feeling pride of workmanship and as accepting the dignity of labor of all types.
- Socioeconomic background and vocational status should be sketched in subtly, without preaching or didacticism.
- Minority group members should be main characters at times and often should be minor characters. Stereotypes must be avoided.

Suggestions for Themes and Plots

- Some underlying themes which have strong appeal are the need to belong to a group, the need to be accepted by peers, the need to succeed at something, the need to believe that the individual is important, and the need to feel satisfied about the status of parents.
- Stories may sometimes portray intergroup prejudice and may deal with the current civil rights activities. The treatment should be candid and realistic but fair and not sensationalized.
- Stories might sometimes show effects of automation on adults in such ways as job loss or fear of job loss; they may

- also portray the effects of changes in work technology in such ways as the need to retrain, to take night school courses, or to move to a new locality.
- Plots may sometimes revolve around problems resulting from change, such as the following:
Change of housing because of slum clearance or freeway built through residential section.
- New neighbor who comes from another state or nation, or who is a member of another ethnic group.

New job in large, impersonal plant rather than in small neighborhood business.

- Plots may sometimes involve dropouts as main or minor characters. The frustrations, resentments, emotional disturbances, and negative attitudes toward teachers and toward education should be shown from the dropout's point of view. The hardships faced by dropouts should be indicated without exaggeration or didacticism. No easy, unrealistic solutions should be proposed.
- Unfinished problem stories ending with a question to be resolved might create interest and motivate discussion.
- Plots may sometimes involve realistic attitudes of adolescents toward law enforcement officers. They should, in general, be shown performing difficult and dangerous duties as part of the day's work, but the officers should not be pictured as paragons of heroism.
- Delinquents should not be glorified. On the other hand, they should not be *preached* against; if there is any sermon, it should take the form of presenting cause and effect.

Suggestions for Follow-Up Materials

- Lengthy sections, describing follow-up activities or study guides are undesirable, although very brief guides may help pupils to think about what they have read. It is well to avoid deadening pupils' enjoyment by assigning unpleasant tasks after each reading.

Reading Skills Development

- Materials are needed for systematic development of both word recognition and comprehension skills. Reading skills

for pupils of junior and senior high school age are the same as those taught in elementary schools. Such skills form the framework for any good basal reading series. However, secondary school pupils who are retarded in reading should be provided with practice exercises of adolescent or adult maturity. Pamphlets of workbook size or paperbacks with adult format are more desirable than large, thick books for pupils in this age group.

SPEECH IMPROVEMENT MATERIALS FOR CULTURALLY DIFFERENT PUPILS

Suggestions for Materials for Pupils in Elementary Schools

- Linguistic barriers present one of the major handicaps to instruction of the in-migrant, the child in a home where a foreign language is spoken, and the child of parents who retain foreign-language idioms despite assimilation of and into the local culture.

- Children of these types approach reading with a foreign or regional set of equivalents for our various orthographic symbols. To some children, our symbol *r* calls forth a response which is actually "ah." From their experience, other children will produce an *er* sound for our "one-dot a," as in *idea*.
- After children have been sensitized to and familiarized with the discrepancies of the sounds which they hear at home (or in the home they left to come to the city) and with the sounds which they hear the teacher producing, they then should be able to read with much greater speed than is now possible.
- Practice materials of some type, preferably consisting of pictures with some additional nonverbal stimulus, are needed to help children acquire both the pattern (grammar or structure) and the pronunciation used by the people in the community where they reside. This will be a difficult and expensive task, since the materials need to be prepared in terms of at least the broad phonetic elements representative of the geographic areas from which major cities obtain their populations.

Suggestions for Materials for Pupils in Junior and Senior High Schools

- It has been suggested that a series of exercises, with related tapes, records, and other types of materials, be designed to develop articulate responses of young people. The exercises should provide practice in acceptable American-English pronunciation, enunciation, intonation, and speaking rhythm.
- Colloquial expressions might be "translated" into standard American-English with no insinuation that the language used by the pupils and their parents is inferior. It is important that pupils learn that there are different American dialects and that most communication in school and business is conducted in standard American-English.
- Techniques similar to those used in developing materials for teaching a foreign language might be utilized. Communication, facility in the use of language, fluency in articulation, and improvement of speech patterns should be emphasized. Interesting and realistic situations of appropriate maturity should be depicted in the content.

LISTENING SKILLS DEVELOPMENT

- There is need for books (with related tapes or disks) for use in training young people to listen. The kinds of exercises and follow-up materials for this instruction should be very much like those used to improve reading skills.
- The subject matter of tape recordings used for listening practice should be mature enough for adolescents and deal with topics of interest to urban youth, as indicated in the preceding section on *Literature*.
- There is also need for materials which will help pupils to be critical of exaggerated or false claims of advertisers and propagandists and which will teach young people to resist incitements to disorder.

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Grateful acknowledgment is expressed to the members of the Committee on Instructional Materials of the Research Council of the Great Cities Program for School Improvement for their assistance in developing the illustrative guidelines which appear in this publication. Their suggestions regarding the scope of this project, their reactions to the specific items included, and their careful analysis and evaluation of the completed guidelines have provided an outline of possible approaches and content for instructional materials to be used in urban public schools.

Sincere appreciation is conveyed to Dr. Everett Chaffee, Associate Superintendent, Division of Instructional Services, Los Angeles City Schools, who provided the leadership in organizing and directing the efforts of the participants in this project as chairman of the Committee on Instructional Materials.

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SURVEY

TEXTBOOK PURCHASING

How often new texts are adopted

Why adoptions are not made more often

How students obtain books

The growing rate of paperbacks

How federal aid is affecting textbook spending

How much is being spent for library books

What's right and wrong with today's texts

[Article in School Management, March 1966]

A survey of textbook purchasing practices

Are your students using obsolete books? Compare your textbook purchasing practices with those of 2500 districts reporting from all over the nation.

■ ■ ■ "In a day of complicated 'hardware' many people seem to be ignoring the most basic teaching tool—the book."

This was the opening line—and premise—of a major national survey of textbook purchasing practices recently completed by SCHOOL MANAGEMENT magazine.

More than 2,500 districts filled out a two-page survey form, contributing information on book adoption, distribution, paperback usage and dollar expenditures.

Among the most important conclusions:

- State adoption practices seriously hamper the efforts of local districts to provide the most modern textbooks for their students. The survey showed cyclical adoptions to be the single most important reason that textbooks are not adopted more often—and more quickly.

- Other teaching tools are getting more attention. While textbook purchases have increased over the years, purchases of other teaching materials have increased at over twice the rate.

- While most schoolmen feel that today's textbook is better than ever, many feel it is no longer the basic teaching tool it once was.

- The cost of textbooks has become a serious problem to a great many districts. Many administrators feel an effort must be made to reduce prices—even if book quality and construction must suffer.

- More high school students must buy—or rent—their own textbooks than ever before. Only 60% of the districts polled distribute high school textbooks free of charge.

- Paperback books are becoming a major force in the school market. Over 85% of the districts polled use them—one in four as texts.

- Despite the increased emphasis on building school libraries, the median district in the United States spends only \$2.25 per elementary student and \$3.27 per secondary student for library books. These figures are far below generally accepted minimum needs.

How and why

Last December SCHOOL MANAGEMENT mailed questionnaires to over 7,500 schoolmen throughout the nation. They were asked five basic questions:

1. The last year in which a new textbook or series was adopted in high school American history and biology, junior high school general science and elementary school math and reading. These five areas were chosen because they show up as courses in virtually every district. They affect almost all students and they are easily definable as courses. Further, they presented an opportunity to study the different buying patterns as they show up in the sciences and the social sciences.

2. If no textbook had been adopted in one of