

Item No.	Grade	Item No.	Grade
69-60-144	4-8	Rollins. Famous American Negro Poets. 1965 The cultural heritage of the Negro is spread through the work of twelve American Negro poets whose biographies are in this volume. Also included are a few poems by each.	H.S.
69-60-110	6-	Rollins. They Showed the Way. 1964 Short biographies of forty Negroes who led the way in their various fields. Their talent and perseverance have shown other gifted Negroes the road to achievement.	H.S.
69-65-207	7-9	Shapiro. Jackie Robinson of the Brooklyn Dodgers. 1967 A spectacular baseball player, Jackie Robinson accepted the responsibility of his pioneering role as the first Negro to play in the major leagues.	H.S.
69-60-146	5-	Sterling and Quarles. Lift Every Voice. 1965 Accurate and exciting biographies of four Negro leaders who have significantly influenced the status of the Negro in America: Booker T. Washington, W.E.B. DuBois, Mary Church Terrell, and James Weldon Johnson.	H.S.
69-60-146	6-8	Sterling Publishing Company. Picture Book of Famous Immigrants. 1962 DuPont, Pulitzer, and DeLafonte are a few of the immigrants whose biographies are in this collection.	H.S.
69-64-128	4-6	Stevenson. George Carver, Boy Scientist. 1944 Biography in story form of the shy boy, born in slavery, who fights for an education and becomes a great scientist.	H.S.
New	6-	Terzian and Benagh. Jimmy Brown Story. 1964 All-American in 1956 at Syracuse, this Negro star, now professional, has earned three of football's highest honors in three successive years.	H.S.
69-64-129	6-9	White. George Washington Carver. 1953 A Negro scientist, whose work changed the economy of the South, also made contributions as an educator.	H.S.
69-64-266	6-	Wise. Albert Einstein. 1960 A biography of the famous scientist who continued to serve mankind after anti-Semitism forced him to take refuge in the United States.	H.S.
High School Fiction			
Item No.	Grade	Item No.	Grade
55622.2	H.S.	Archibald. Outfield Orphan. 1961 Benjie Sadler, an oversensitive Negro baseball player, overcomes his own prejudices and returns to the big league to help win a pennant.	H.S.
55649.3	H.S.	Balch. Runaways. 1963 A refugee from a World War II concentration camp, Jan looks forward to freedom on an Idaho ranch. He breaks the law unknowingly and runs away to the nearby mountains. Here, defending the horses he loves, he proves his own bravery to himself.	H.S.
55649.35	H.S.	Baldwin. Go Tell It on the Mountain. 1953 This is the story of a day in the life of several members of a Harlem fundamentalist church. The central figure is John Grimes, a fourteen-year-old boy.	H.S.
55688.2	H.S.	Blanton. Hold Fast to Your Dreams. 1955 A Negro girl, determined to become a ballet dancer, is made aware of the special obstacles she will face.	H.S.
New	H.S.	Bonham. Durango Street. 1965 Rufus Henry is a seventeen-year-old Negro on parole who is trapped by events into joining a gang. Told with brutal realism, this as a convincing account of young adults in a Los Angeles slum neighborhood.	H.S.
55742.7	H.S.	Butters. Masquerade. 1961 Four freshman girls living in the dormitory of a Philadelphia art school face a dilemma when Cara, a Negro girl passing as white, is forced to leave the dormitory. Liz and Penny leave with her but their problems follow them.	H.S.
55774.2	H.S.	Chandler. Ladder to the Sky. 1965 A Negro boy and his family move to a Massachusetts farm from a near-by city. They find problems with their neighbors in addition to the problems of farm life.	H.S.
55797.79	H.S.	Colman. Classmates by Request. 1964 A group of high school seniors headed by Carla Monroe decides to speed integration by transferring to River High where all students are Negro. The friendship between Carla and a beautiful Negro girl, Ellen Randall, survives situations which cause misunderstandings.	H.S.
55797.8	H.S.	Colman. Girl from Puerto Rico. 1961 A realistic picture of what it means to be a Puerto Rican girl in New York. The hurts are helped a little by the friendship of an American boy and his aunt.	H.S.
55835.55	H.S.	Cox. Tall on the Court. 1964 Awkward, poor Samuel Boone from the Tennessee Mountains plays basketball at college. He feuds with Peter who is wealthy and pleasure-loving, but whose height creates problems for him similar to Sam's.	H.S.
55850	H.S.	Dahl. Homecoming. 1960 A second generation Norwegian girl resents her mother's insistence on retaining the Old World ways.	H.S.
55883.4	H.S.	De Leeuw. Barred Road. Rev. ed. 1964 A sensitive story of a young Negro girl who faces group prejudice and through her courageous stand helps to modify it.	H.S.
55967.1	H.S.	Emery. Tradition. 1946 Stacy Kennedy braves the prejudices of her schoolmates by befriending a new family of Japanese.	H.S.
55974.91	H.S.	Faulkner. Intruder in the Dust. 1948 Lucas Beauchamp, a dignified elderly Negro, is charged with murder and held in a Mississippi jail. Evidence to prove his innocence is gathered by two sixteen-year-old boys, one white, one Negro, and an elderly spinster of an aristocratic family.	H.S.
56022.7	H.S.	Frierwood. Whispering Willows. 1964 Tess Trumper is an orphan who helps her uncle with his job as caretaker of a cemetery in a small Indiana town. The Washingtons, a large Negro family living nearby, give her the love and understanding she has missed.	H.S.
56136.56	H.S.	Hentoff. Jazz Country. 1965 When Tom Curtis chooses a career over a college education, he joins the world of jazz musicians. He becomes involved with the problems of his Negro friends and finds it difficult to leave them when he enrolls at Amherst College.	H.S.
56146.3	H.S.	Hill. Catch a Brass Canary. 1964 Miguel, a teen-age Puerto Rican boy is a page in an Upper West Side branch of the public library. Here he encounters hostility and indifference and is tempted to return to the gang. Through him we see the changes that can occur when people face up to their prejudices.	H.S.
56256.8	H.S.	Lee. To Kill a Mockingbird. 1950 The anti-Negro feelings of a small Alabama town are pictured through the eyes of an eight-year-old child, daughter of the town's leading lawyer.	H.S.
56263.5	H.S.	Lewiton. Elizabeth and the Young Stranger. 1961 Elizabeth's new high school classmate is a young Hungarian refugee, but her father disapproves of their friendship. The mobbery of her New England friends contribute further to her problem.	H.S.
56274.5	H.S.	Livant. Song for Pamela. 1963 At Chisholm Choir College in New Jersey, a southern girl adjusts to dormitory life and establishes a relationship with Ginny, a Negro girl from South Carolina.	H.S.
56332.1	H.S.	Maddux. Abel's Daughter. 1960 Abel Lottin, a Negro grocer, and his daughter Serena become friendly with Molly Demarest, an army wife who comes to live in the southern town of Chinkapink during World War II.	H.S.
56354.581	H.S.	Mauls. Quarterback. 1962 Brad Thomas is a quarterback on a professional football team. His teammates include a lonely wealthy boy, a white southerner, and a Negro who wants to go to medical school.	H.S.
56359.5	H.S.	Means. Reach for a Star. 1957 A novel of freshman life, romance and new friendships is set against the background of the large Negro campus of Fisk University.	H.S.
56366.65	H.S.	Miller. Kirsti. 1964 The Junnola family came from Finland to start a new life in the Idaho Valley. Sixteen-year-old Kirsti and Tom Kincaid, a neighbor, brave both families' displeasure when they want to marry.	H.S.
56387.5	H.S.	Murphy. The Pond. 1964 In a backwood section of Virginia, Joey and his dog frequent the magic world of the pond. Here, the fourteen-year-old makes a good friend of Mr. Ben, a Negro fifty years older than Joey, but a contemporary in spirit.	H.S.
New	H.S.	Santalo. Wind Dies at Sunrise. 1965 Delia Kingley takes a job at a resort hotel and is shocked when her friends, the Rosens, are turned away because they are Jewish. She rooms with Jan Rosen at college next year and each learns much about the other.	H.S.
56577	H.S.	Smith. Tree Grows in Brooklyn. 1947 Williamsburg, Brooklyn is the setting where Francis Nolan grows up. A Vince, away at college, and her neighborhood of Irish, Italian, and Jewish immigrants.	H.S.
56586.7	H.S.	Sprague. Question of Harmony. 1965 Jeanne Blake, Dave Carpenter and Mel Johnson, a Negro boy, form a chamber music trio and become good friends during their senior year in high school. They become involved in larger issues such as civil rights for Negroes, and Mel's need for a college scholarship.	H.S.
56607.5	H.S.	Stolz. Who Wants Music on Monday? 1963 The Dunne children are candid about the gap between them and their parents. Vince, away at college, has two roommates, one English, one Negro. Relationships are honestly and realistically pictured.	H.S.
56614.5	H.S.	Strachan. Cabins with Window Boxes. 1964 Makah Indians did not own businesses in Neah Bay, Washington and the community thought Mrs. Robertson would fail. Seventeen-year-old Nona helps her mother succeed with the Totem Pole Motel.	H.S.
56665	H.S.	Tufta. Super's Daughter. 1953 Story of a Czech DP family in New York and especially of seventeen-year-old Meri.	H.S.

High School Non-Fiction		Item No.	Grade
Item No.		50313.6	H.S.
50309.49	Allen. Negro in New York. 1944 The status of the Negro in the development of New York State and biographies of notable New York City Negroes are included in this book.	New	H.S.
50243.73	Baldwin. Fire Next Time. 1963 Two important essays about race relations in the United States today with a section on the Black Muslim Movement.	H.S.	H.S.
50309.5	Baldwin. Nobody Knows My Name. 1961 Highly personal, these essays deal with relations between the Negro and the white man, both in the United States and abroad.	New	H.S.
50288	Baruch. Glass House of Prejudice. 1946 Using stories of real people, the author shows the symptoms of hate and its causes.	H.S.	H.S.
50288.001	Bates. Long Shadow of Little Rock. 1962 The leader of the Negro integrationists, Daisy Bates, tells what it was like to face the full fury of the South trying to protect its way of life in Little Rock in September 1957.	H.S.	H.S.
50244.2	Belfrage. Freedom Is a Summer. 1965 Sally Belfrage is a young, white Northerner who worked devotedly for civil rights in Mississippi during the summer of 1964. This is a personal account of the courage of the young people living through the terror of an extreme situation.	H.S.	H.S.
53666	Bontemps. American Negro Poetry. 1963 Among the fifty-six poets whose work is included in this collection are Paul Laurence Dunbar, Richard Wright and Le Roi Jones.	H.S.	H.S.
50309.8	Bontemps. 100 Years of Negro Freedom. 1961 The struggle of the Negro is traced through the lives and personalities of leaders from Senator Pinchback to Martin Luther King.	H.S.	H.S.
New	Bowen. Struggle Within. 1965 Comprehensive and objective, this book explores in depth the problem of the Negro American. Mr. Bowen presents as many sides of the question as possible and sheds light on the fears and misconceptions that he believes underlie the conservative's attitudes.	H.S.	H.S.
50243.8	Brink and Harris. Negro Revolution in America. 1964 Based on the survey of Negro opinion made by Newsweek Magazine, a picture emerges telling what has triggered the present revolt against discrimination.	New	H.S.
50311.1	Butcher. Negro in American Culture. 1957 The Negro's role in American society and culture and his contributions to music, dance, painting, poetry, fiction and drama are discussed.	H.S.	H.S.
50319.5	Cain. Winding Road to Freedom. 1965 The American Negro's perseverance in his quest for equality recorded here.	H.S.	H.S.
New	Clark. Dark Ghetto. 1965 The author, a Negro social psychologist, presents the effects of Harlem ghettos on those who live there and on society as a whole. Included are suggestions for workable solutions.	H.S.	H.S.
50244.3	Clark. Negro Protest. 1963 Verbatim conversations between Negro psychologist Kenneth Clark and James Baldwin, Martin Luther King and Malcolm X reveal three very different points of view.	H.S.	H.S.
New	Dabbs. Who Speaks for the South? 1964 Today's explosive issues in the South are squarely faced and the reasons for the disparate points of view of the Yankee and the Southerner are brought into focus.	H.S.	H.S.
50279.2	Dillard. One Man's Stand for Freedom. 1963 A collection of the Supreme Court opinions of Mr. Justice Black who struggled to secure those basic freedoms guaranteed by the Bill of Rights.	H.S.	H.S.
50312	Dorman. We Shall Overcome. 1964 A reporter watched the revolution of 1962-63 unfold, and his book gives an eyewitness report of this crucial year in the fight for civil rights.	H.S.	H.S.
50312.5	Dover. American Negro Art. 1960 With more pictures than text, the work of many American Negro painters and sculptors is presented. Some were photographed especially for this book.	New	H.S.
50312.8	Durham and Jones. Negro Cowboys. 1965 The story of some of the cowboys who helped build the west.	H.S.	H.S.
50243.53	Epstein and Forster. Some of My Best Friends... 1962 The discrimination against Jews in the United States has assumed patterns and practices that make it uniquely American. The case histories are fully told and anti-Semitism is analyzed in an attempt to combat and eradicate it here.	H.S.	H.S.
53807	Fleischman. Let's Be Human. 1960 Anecdotes and essays about race relations, civil liberties, unions, and immigration are treated with a light touch and stress the progress being made.	H.S.	H.S.
50313.4	Franklin. From Slavery to Freedom. 1966 Written by a historian, this is a comprehensive chronicle of the history of the American Negro.	H.S.	H.S.
	Fraser. Negro in the United States. 1957 This survey of the social changes experienced by the American Negro is written by a distinguished Negro sociologist.	50313.6	H.S.
	Friedman. Southern Justice. 1965 Nineteen lawyers with first-hand experience in handling civil rights cases in the South today give accounts of how the law is turned against those who are seeking its protection.	New	H.S.
	Gay. Jews in America 1965 From the first group of Sephardic Jews who arrived in New York to the last survivors of the concentration camps, little known information about the Jews and their impact on America is presented in a very readable manner.	50329.5	H.S.
	Glazer and Moynihan. Beyond the Melting Pot. 1963 Much research went into this study of the Negroes, Puerto Ricans, Jews, Italians, and Irish in New York City. The expectations that a melting pot process would fuse the population have not been realized.	50313.7	H.S.
	Golden. Mr. Kennedy and the Negroes. 1964 The civil rights movement and John F. Kennedy's involvement with it are analyzed. Appendix includes two important addresses by the 35th President and his brother, the former Attorney General.	54272.6	H.S.
	Golden. Only in America. 1958 Anecdotal observations of Jews, Negroes, politicians, and the old East Side of New York.	50243.85	H.S.
	Handlin. Fire-Bell in the Night. 1964 Our racial attitudes toward the reasons are given for many of the difficulties which arise in the painful struggle for equal opportunity.	50300.5	H.S.
	Handlin. Newcomers. 1959 The author examines the Negro and Puerto Rican problem in New York in the light of other immigrants who have achieved satisfactory adjustment.	50290.7	H.S.
	Handlin. Race and Nationality in American Life. 1977 A searching and enlightening study of race relations by a professor of history at Harvard.	New	H.S.
	Hansberry. The Movement: Documentary of a Struggle for Equality. 1964 Beautiful photographs and a text by playwright Lorraine Hansberry are combined to depict today's struggle of the Negro for equality.	53754.11	H.S.
	Hansberry. Balcon in the Sun (Play). 1959 A middle-class Negro family comes into money and faces universal problems.	50243.86	H.S.
	Hentoff. New Equality. 1964 An attempt to explain, especially to whites, how the Negroes feel in their struggle for equality. Discusses housing and school integration, the successes and failures.	53659.9	H.S.
	Hill. Soon, One Morning. 1963 The subtitle <i>New Writings by American Negroes, 1940-1965</i> indicates the inclusion of such authors as James Baldwin, Paul Vesey, Richard Wright and Langston Hughes. The collection includes essays, fiction and poetry.	53659	H.S.
	Hughes. Langston Hughes Reader. 1968 Thirty years of the author's work in this volume include short stories, essays, plays, poems, and speeches about Negroes.	53659.325	H.S.
	Hughes. New Negro Poets-U.S.A. 1964 Thirty-seven postwar Negro poets are represented in this anthology. Traditional themes are still pursued, but there is much more personal poetry included in this volume.	50248.87	H.S.
	Humphrey. Integration vs. Segregation. 1964 Robert Humphrey has edited this collection of articles and statements covering the most significant aspects of the problems of school desegregation and integration.	50314.2	H.S.
	Isaacs. New World of Negro Americans. 1963 A study of the ways in which world affairs have an impact on Negro Americans.	New	H.S.
	Johnson. Call Me Neighbor. Call Me Friend. 1965 When the first Negro family bought a home in a white community on the south side of Chicago, the new Lutheran minister knew that he had to act. By writing to his neighbors and parishioners and by mobilizing the best elements of the white and the Negro population, he united the community.	50302	H.S.
	Kennedy. Nation of Immigrants. 1964 First written in 1948, John F. Kennedy was espousing forward steps in immigration legislation, this book tells what the immigrant has done for America—a nation of immigrants.	50248.88	H.S.
	Killian and Grigg. Racial Crisis in America. 1964 Using a group of community studies, the authors show that only token victories for the Negro have been won so far. They believe that only the threat of violence posed by interracial conflict will bring Negroes and whites into meaningful negotiation.	50316	H.S.
	King. Stride toward Freedom. 1958 Here is the full account of the first successful non-violent resistance of Alabama Negroes.		H.S.

Item No.		Grade	Item No.		Grade
50243.9	King. Why We Can't Wait. 1964 Why the Negro is dissatisfied with the progress in the fight for his still-denied rights. Discusses non-violent protests, today's leaders, and outlines the developments that may be anticipated.	H.S.	50328.5	Thompson. Negro Leadership Class. 1963 The results of a study focused on New Orleans during the years 1940-62, this report by a sociologist gives a frank picture of the Negro leader, and the conflicting forces which face him.	H.S.
50328.5	Konvitz. Century of Civil Rights. 1961 A clear analysis and appraisal of civil rights legislation, cases, and decisions assembled by a Cornell University professor of law.	H.S.	New	Von Hoffman. Mississippi Notebook. 1964 Chicago Daily News reporter Nicholas Von Hoffman records the turbulent events of the summer of 1964.	H.S.
58759.6	Laurens. West Side Story (Play). 1957 The struggle between two rival teen-age gangs ends in tragedy for Maria, a Puerto Rican girl, and Tony, a member of one of the gangs.	H.S.	New	Westin. Freedom Now! 1964 A collection of writings covering the history of the civil rights struggle and discrimination in law enforcement, education, housing, and employment.	H.S.
50283.4	Lewis. Portrait of a Decade. 1964 From the day the Supreme Court ruled that segregation in public schools was unconstitutional, a climate was created encouraging Negroes to protest against injustice. Anthony Lewis depicts the events of the past ten years in the battle for civil rights. Compiled from the daily reports of the New York Times.	H.S.	50328	Woodson and Wesley. Negro In Our History. 1962 The history of the United States has been influenced by the presence of the Negro. The tenth edition of this book tells the story with some new material added.	H.S.
50303	McWilliams. Brothers under the Skin. 1961 Problems faced by our minority groups: Indians, Mexicans, Chinese, Puerto Ricans, and the effect intolerance has on our national life.	H.S.	50329	Woodson and Wesley. Negro Makers of History. 1958 An account of the Negro from his African origin to the present, now in its fifth edition.	H.S.
New	Mayerson. Two Blocks Apart. 1965 Juan Gonzales and Peter Quinn live only two blocks from one another but their lives are worlds apart. The author records talks with these two seventeen-year-old New Yorkers and the contrast between them is striking.	H.S.	50329.01	Year. Pictorial History of the American Negro. 1965 A wealth of picture material illustrates this story of the Negro in America.	H.S.
50283.45	Mendelson. Discrimination. 1962 A résumé of the two-year study by the United States Commission on Civil Rights. Objectively written, this book shows the total impact of discrimination and includes recommendations for combating it.	H.S.	50329.3	Young. Negro Firsts in Sports. 1963 American sports have provided an access to equality for Negroes. This is the story of how Negroes came onto the sports scene and contains the records attained by Negro athletes.	H.S.
New	Musmanno. Story of the Italians in America. 1965 The problems of immigrants in a strange land are faced with frankness and the contributions of Italian immigrants to America are reviewed.	H.S.	50294.3	Zinn. Southern Mystique. 1964 An analysis of Northern and Southern attitudes from the Declaration of Independence to the present day.	H.S.
50284	Newman. Freedom Reader. 1963 A collection of materials on civil rights and civil liberties in America, including commentaries of eminent lawyers, political scientists, and government officials.	H.S.	High School Biography		
50243.95	Peck. Freedom Ride. 1962 The author's involvement in the non-violent action to end segregation in the South.	H.S.	54456.2	Adams. Great Negroes, Past and Present. 1963 Short biographies of over 150 outstanding Negroes. Illustrations, source notes, and an extensive bibliography add to the book's value.	H.S.
50303.4	Pisani. Italian in America. 1957 The story of the Italian in America illustrates how the interplay of cultures contributes to the strength of the United States.	H.S.	54575.8	Anderson. My Lord, What a Morning 1955 Marian Anderson tells of her long struggle to become a concert singer.	H.S.
New	Postal. Encyclopedia of Jews in Sports. 1965 The stereotype of the Jew as a physical weakling is repudiated in this meticulously documented and well-illustrated volume. Arranged by sport, the achievements of Jewish athletes, both amateur and professional, are recorded.	H.S.	54827.1	Bennett. What Manner of Man: Martin Luther King, Jr. 1964 The senior editor of Ebony Magazine writes a comprehensive biography of Martin Luther King. As a former college classmate of Dr. King, he is in an excellent position to write an authoritative book.	H.S.
50304.5	Rand. Puerto Ricans. 1958 A newspaper reporter writes a sympathetic account of our newest minority group.	H.S.	54624	Brown. Of My Chest. 1964 Jimmy Brown, the Negro fullback of the Cleveland Browns, tells of his rise in football. In this biography he also makes observations about bigotry that are pertinent to today's racial crisis.	H.S.
50323.3	Redding. Lonesome Road. 1963 Interesting aspects of Negro history are revealed in little known episodes that are included in this volume.	H.S.	54635.3	Campanella. It's Good to Be Alive. 1959 Biography of a famous ballplayer who is now confined to a wheelchair.	H.S.
50243.72	Rischin. Promised City. 1962 New York City faces social problems of urban development as told through the experiences of its Jewish residents. A scholarly investigation of the effects of the migration of the Jews of Eastern Europe.	H.S.	50299.6	Cavanah. We Came to America. 1954 Firsthand accounts by some well known immigrants who came to the country to make new lives for themselves.	H.S.
58839	Rosten. Education of Hyman Kaplan. 1937 Stories of the hilarious happenings in Mr. Parkhill's English class for foreigners. The Return of Hyman Kaplan is a continuation of the class situation.	H.S.	54679.6	Covello. Heart Is the Teacher. 1958 This biography of a devoted teacher and principal in the New York City school system who worked with children of many different backgrounds.	H.S.
50304.7	Shannon. American Irish. 1963 The contributions of the Irish immigrants to American social history are told in colorful detail.	H.S.	New	Davis. Yes I Can. 1965 Sammy Davis Jr. is one of the foremost entertainers in America today. This is his story of how he reached the top.	H.S.
50243.953	Shapiro and Sullivan. Race Riots: New York 1964. 1964 Two veteran reporters have written the minute-by-minute story of what actually happened during the six hot days of 1964 when race riots hit New York City.	H.S.	54698	Doss. Family Nobody Wanted. 1954 Story of a minister and his wife who adopted a dozen children from completely different racial backgrounds.	H.S.
50243.954	Shogan and Craig. Detroit Race Riot. 1964 The full story of one of our worst race riots in American history. The authors have investigated Detroit's race-troubled past, seeking a reason for the riot in the summer of 1963.	H.S.	54577.76	Eaton. Trumpeter's Tale. 1955 Louis (Satchmo) Armstrong was born in a New Orleans slum in 1900. His mastery of the trumpet and his buoyant spirit helped him to overcome hardships in his rise to fame as a jazz musician.	H.S.
50243.955	Silberman. Crisis in Black and White. 1964 A bold exploration of the problem of finding ways to restore the Negro to dignity. Unless the Negroes achieve political and economic power, the author believes they will be unable to move into the mainstream of American life.	H.S.	54755.3	Gibson. I Always Wanted to Be Somebody. 1958 Called the "Jackie Robinson of Tennis," Althea Gibson tells her story from her youth in Harlem to her satisfaction in becoming the tennis champion, world-renowned.	H.S.
50243.96	Silver. Mississippi: The Closed Society. 1964 Written by a Mississippian who is a historian, James Silver witnesses the long night of riot on September 20, 1963 at the University of Mississippi. He includes events that led up to that night and letters written after it.	H.S.	55075.5	Graham. Booker T. Washington: Educator of Hand, Head and Heart. 1965 Biography of the founder of Tuskegee Institute.	H.S.
			55024.1	Handlin. Al Smith and His America. 1958 Biography with an excellent account of the problems of the Irish immigrant group of New York's East Side.	H.S.
			50314	Henderson. Negro in Sports. 1949 A survey of the Negro as a professional and amateur, who have distinguished themselves in sports.	H.S.

Item No.		Grade	Item No.		Grade
54990.65	Hinshberg. Bill Russell of the Boston Celtics. 1953 A motherless, sensitive Negro boy overcomes many obstacles to win a college basketball scholarship. This biography of Bill Russell tells how he became one of the greatest centers who ever played the game.	H.S.	54604.7	Pearce. Mary McLeod Bethune. 1951 A great Negro leader overcame southern prejudice and built an industrial school for her people.	H.S.
54639.05	Holt. George Washington Carver. 1942 Story of the homeless little Negro boy who overcame numerous obstacles in life to become one of America's greatest scientists.	H.S.	50324.1	Richardson. Great American Negroes. 1956 Short biographical sketches of American Negroes who achieved success despite handicaps.	H.S.
54604.6	Holt. Mary McLeod Bethune. 1964 A carefully researched biography of the proud, forceful Negro woman who founded Bethune-Cookman College and the National Council of Negro Women. The early years of her life in the South are vividly detailed.	H.S.	54832.9	Rodman. Fiorello La Guardia. 1962 The "Little Flower's" contribution to the multitudes of different people living in New York City at the time he was Mayor.	H.S.
54498.5	Hughes. Famous Negro Heroes of America. 1958 Sixteen biographies of outstanding Negroes. Included are such personalities as Harriet Tubman, Dorie Miller, Crispus Attucks and Esteban.	H.S.	54844.4	Sama. White Mother. 1957 The true story of Veanie and Mingo Bennett, seven-year-old Negro twins, orphaned and struggling in a hostile world. Chance led them to a gentle white woman in their small Florida town and through her they learned the meaning of "mother."	H.S.
54825.7	Kern. Yesterday's Child. 1962 The only child of a Jewish physician relives the problems of her Chicago girlhood.	H.S.	54997.3	Saund. Congressman from India. 1960 Autobiography of the first U.S. Congressman of Asian extraction and his inspiring career.	H.S.
54630	Kugelmass. Ralph J. Bunche: Fighter for Peace. 1962 The stature of the man emerges in this biography of a contemporary American diplomat.	H.S.	54997.4	Savo. I Bow to the Stones. 1963 The memories of Jimmy Savo's childhood are vividly told in this autobiography of the famous comedian. The son of Italian immigrants, Jimmy was resented by the Irish and German boys in his Bronx neighborhood.	H.S.
54934	Lipman. Maybe I'll Pitch Forever. 1962 "Satchel" Paige is a baseball player who helped break the color barrier in the major leagues.	H.S.	55026.5	Sone. Nisei Daughter. 1953 Life in an Idaho detention camp during World War II and a visit to Japan make this Japanese girl appreciate her dual heritage.	H.S.
54832.8	Mann. La Guardia. 1959 Story of the American melting pot which produced the "Little Flower."	H.S.	54604.9	Sterne. Mary McLeod Bethune. 1957 The inspirational story of the girl who rose from slavery to found a college and become a friend to the nation's leaders.	H.S.
53425.5	Mays. Born to Play Ball. 1955 A journalistic account of a popular ball player's life.	H.S.	New	Wiener. Ex-Prodigy. 1953 Norbert Wiener, the world-renowned mathematician was the son of a Jewish immigrant from Poland who became a Harvard professor. Norbert later pioneered the development of the digital computer.	H.S.
54783.5	Miller. Ahdool. 1963 Matthew Henson, a Negro who accompanied Peary to the North Pole, learned the language of the Eskimos and, because of his great courage, became their hero.	H.S.	55088.5	Winkler. Penny from Heaven. 1941 This is an autobiographical portrayal of the struggle of an immigrant boy in New York City.	H.S.
54937	Papashvily. Anything Can Happen. 1945 Arriving in New York, penniless but optimistic, this immigrant from Russia becomes a successful inventor.	H.S.	55089	Wong. Fifth Chinese Daughter. 1950 A self-portrait of a Chinese-American girl who became an artist despite family opposition.	H.S.
54940.4	Patterson. Victory over Myself. 1962 Teachers and schools are very important to this shy child who later becomes a heavyweight champion.	H.S.			

[Taken from "Education Code"—State of California—1965, vol. 1]

CHAPTER 2. ELEMENTARY TEXTBOOKS

ARTICLE 1. ADOPTION

"Elementary schools" defined

9301. The term "elementary schools" as used in this chapter (commencing with Section 9301) includes all public schools, except junior high schools, in which instruction is given in the first to the eighth grades, inclusive, or in any one or more of such grades.

Cross Reference: For provisions for free texts for pupils, see Constitution Art. IX, Sec. 7.

Adoption of textbooks, supplementary textbooks, and teachers' manuals

9302. The State Board of Education shall adopt one or more basic textbooks in each of the subjects prescribed for the elementary schools by Section 7604 of this code, except in art and in foreign language. The board may adopt a single textbook covering two or more of these subjects. The board may adopt other textbooks, supplementary textbooks, and teachers' manuals for use in the elementary schools. The board may adopt teachers' manuals for use in the kindergarten schools. The board shall determine the grade or grades for which each basic textbook, other textbook, supplementary textbooks, and teachers' manual is adopted.

The board shall determine the period for which each basic textbook, other textbook, supplementary textbook, and teachers' manual is adopted, which period shall not be less than four years nor more than eight years. After an original adoption period has expired, the board may extend the adoption period of such books for not less than one year nor more than four years.

Nothing in this section shall be construed as prohibiting the governing board of any school district, or any county library from ordering and purchasing such supplementary textbooks as are required.

(Amended by Stats. 1963, Ch. 1051.)

Cross Reference: For special classes, see Secs. 5801-5802.

For textbooks to be used in elementary joint district, see Sec. 2097.

Specifications for textbooks

9303. The State Curriculum Commission shall recommend to the State Board of Education, specifications for textbooks for uniform use in the schools of the State so that the textbooks adopted shall conform to the minimum standard for courses of study.

Cross Reference: For general provisions relating to State Curriculum Commission, see Sec. 7501 et seq.

Curriculum commission recommendations

9304. The State Curriculum Commission may also study the textbooks submitted to the State Board of Education for adoption and make recommendations thereon to the State Board of Education. The State Curriculum Commission shall give preference to California-produced books of equal or superior merit. The State Curriculum Commission may, without at the time furnishing vouchers and itemized statements, draw from funds appropriated for publishing, purchasing and shipping free textbooks a sum not to exceed ten thousand dollars (\$10,000). The sum shall be used as a revolving fund for the purpose of having manuscripts of proposed textbooks prepared.

Cross Reference: For general provisions relating to State Curriculum Commission, see Sec. 7501 et seq.

Public hearing

9305. The State Board of Education shall give the State Curriculum Commission a public hearing before making any adoption of textbooks for use in the elementary schools of the State.

Public inspection

9306. Before final adoption of a textbook, it shall be made available for public inspection for 30 days in not less than 10 public libraries as directed by the State Board of Education.

ARTICLE 5. DISTRIBUTION OF TEXTBOOKS

Supply and distribution

9501. The Superintendent of Public Instruction shall maintain a supply of state textbooks and distribute them to the school districts and county superintendents of schools in conformity with the provisions of this code and with the rules, regulations and resolutions of the State Board of Education made pursuant thereto.

Cross Reference: For distribution of textbooks, see 5 California Administrative Code Sec. 44.1.

For distribution, see Constitution Art. IX, Sec. 7.

Charges

9502. No charge shall be made to any school district or county superintendent of schools for state textbooks or teachers' manuals to be used in grades one through eight of the public schools, nor shall any charge be made to any pupil or teacher for the use of such textbooks or teachers' manuals.

Cross Reference: For physical education manual, see Sec. 8152.

For public safety manual, see Sec. 8002.

For ownership of and responsibility for state textbooks, see 5 California Administrative Code Secs. 43-44.

[Taken from "Constitution of the State of California and of the United States and Related Documents," 1965]

STATE AND COUNTY BOARDS OF EDUCATION—FREE TEXTBOOKS

SEC. 7. The Legislature shall provide for the appointment or election of a State board of education, and said board shall provide, compile, or cause to be compiled, and adopt, a uniform series of textbooks for use in the day and evening elementary schools throughout the State. The State board may cause such textbooks, when adopted, to be printed and published by the superintendent of State printing, at the State Printing Office; and wherever and however such textbooks may be printed and published, they shall be furnished and distributed by the State free of cost or any charge whatever, to all children attending the day and evening elementary schools of the State, under such conditions as the Legislature shall prescribe. The textbooks, so adopted, shall continue in use not less than four years, without any change or alteration whatsoever which will require or necessitate the furnishing of new books to such pupils, and said State board shall perform such other duties as may be prescribed by law. The Legislature shall provide for a board of education in each county in the State. The county superintendents and the county boards of education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions. [As amended November 5, 1912.]

*An Overview
of Suggested
Procedures
for Improving
Methods of*

TEXTBOOK SELECTION

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE
EDUCATION DEPARTMENT/BUREAU OF ELEMENTARY
CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224

AN

OVERVIEW

OF

SUGGESTED PROCEDURES

FOR

IMPROVING METHODS

OF

TEXTBOOK SELECTION

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

Edgar W. Couper, A.B., LL.D., L.H.D., Chancellor, Binghamton, 1968
Thad L. Collum, C.E., Vice Chancellor, Syracuse, 1967
Alexander J. Allan, Jr., LL.D., Litt.D., Troy, 1978
Charles W. Millard, Jr., A.B., LL.D., Buffalo, 1973
Everett J. Penny, B.C.S., D.C.S., White Plains, 1970
Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., Purchase, 1972
Edward M. M. Warburg, B.S., L.H.D., New York, 1975
Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., New York, 1969
Joseph T. King, A.B., LL.B., Queens, 1977
Joseph C. Indelicato, M.D., Brooklyn, 1974
Mrs. Helen B. Power, A.B., Litt.D., Rochester, 1976
Francis W. McGinley, B.S., LL.B., Glens Falls, 1979
George D. Weinstein, LL.B., Hempstead, 1981
Max J. Rubin, LL.B., L.H.D., New York, 1980
Kenneth B. Clark, A.B., M.S., Ph.D., New York, 1971

President of the University and Commissioner of Education
James E. Allen, Jr.

Deputy Commissioner of Education
Ewald B. Nyquist

Associate Commissioner for Elementary, Secondary and Continuing Education
Walter Crewson

Assistant Commissioner for Instructional Services (General Education)
Warren W. Knox

Director, Curriculum Development Center
William E. Young

Director, Division of General Education
James C. Eadie

Chief, Bureau of Elementary Curriculum Development
Robert H. Johnstone

Chief, Bureau of School Library Services
Frank A. Stevens

FOREWORD

This publication has taken form as the culmination of an idea advanced by Dr. Warren W. Knox, Assistant Commissioner for Instructional Services (General Education), for providing assistance to schools in improving local methods of textbook selection. A joint effort by the Bureau of School Library Services and the Bureau of Elementary Curriculum Development resulted from the original idea advanced by Dr. Knox.

Peter A. Martin, who is responsible for curriculum aspects of Title II ESEA, developed and organized this manual. Many individuals have assisted and advised the department during the period of preparation.

We should like to thank the administration and teachers of Mohonasen Central School for permitting us to photograph a typical selection committee in action. The teachers photographed included: Harry R. Bain, Mary M. Congiano, Dorothy Foster, Barbara Thumm, and Michael Zollo. The cooperation of Barton Williams, assistant superintendent of schools, and James March, elementary principal, was especially helpful.

We are indebted to Gordon E. Van Hooft, Chief, Bureau of Secondary Curriculum Development, for reviewing this manuscript.

JAMES C. EADIE
Director, Division of
General Education

FRANK A. STEVENS
Chief, Bureau of School
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WILLIAM E. YOUNG
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ROBERT H. JOHNSTONE
Chief, Bureau of Elementary
Curriculum Development

PREFACE

Improvement of classroom instruction for all children in all subject areas constitutes a primary goal of the New York State Education Department.

At present, as in the past, the textbook remains as the most important single tool utilized by classroom teachers for instructional purposes. Today, we have the blessing and the complication of a wide choice of excellent textbooks. It follows logically that school board members together with their professional staff have responsibility for selecting only the best available material.

This publication presents a concise, suggested framework for developing local textbook selection procedures. It is designed to serve as a base from which local districts may "blast off" in developing their own written policy based on an intimate knowledge of local need. Employed in this manner, it should provide a valuable addition to the reference library of those charged with the important task of textbook selection.

WALTER CREWSON
Associate Commissioner
for Elementary, Secondary
and Continuing Education

TEXTBOOK SELECTION PROCEDURE

BOARD OF EDUCATION
(LEGAL RESPONSIBILITY)

POLICY FORMATION

SUPERINTENDENT

SELECTION COMMITTEE
(MEMBERSHIP)

COMMITTEE OPERATION
RESEARCH - REPORTS - RECOMMENDATIONS

FINAL SELECTION PROCEDURE
(INTERACTION)
PROVISION FOR SYSTEMATIC REVIEW

Textbook

History and Development

The textbook remains today, as it has over the years, the single most important tool utilized by teachers for the purpose of instructional development. The basic textbook provides a common body of subject matter material organized in a manner designed to facilitate instruction. If the history of textbook development is examined, we find tremendous change based on new methodology, content, ideas, philosophy, and the demands of an ever-changing world.

Hornbooks constructed in the shape of a paddle and samplers used in dame's school were among the forerunners of our modern textbooks. These usually contained the alphabet, numerals, and sometimes religious verses. From this humble beginning, the next step was materials produced by the local printer. This material was produced to supplement income, and quality materials were the exception. The books used in the early schools remained English in origin to a major degree.

The most popular American textbook resulted from the dissatisfaction of Noah Webster, a teacher in the Goshen Classical School. The materials produced by Noah Webster were divided into three parts including a speller, grammar and a reader. The speller was published in 1783 and emerged as the famous Webster's Blue Book. This Webster speller was destined to become the largest selling textbook of all time. Textbook selection at this stage in history was a relatively easy task. Choice was mainly a question of availability.

Several factors emerged in education that gave further impetus to the development of textbook materials. With the expansion of free education, the problem of increased enrollments emerged. Pupils began to leave the multilevel single classroom for separate grades and rooms. School districts became more complex and the trend toward more

uniform textbook material accelerated. In 1818 Philadelphia became the first city to make free textbooks available to all students. As other cities and states followed this example, more interest developed in producing improved textbook materials. This trend toward the availability of a wider variety of instructional materials intensified the need for more specific selection procedures. These early procedures were often subjective and mechanical in nature involving decisions largely administrative in scope. Teacher judgments and opinions played a minor role in the selection procedure.

Schools continued to increase in size, and curriculum expansion became more pronounced. Publishers developed more effective methods of research to remain abreast of this dynamic growth. Great progress in content, methodology, teacher education, facilities, and technology have led to the demand for textbook materials designed to meet the challenge of inquisitive minds. Selection procedures need regular review if optimum use is to be made of the almost endless variety of educational materials available today. Administrators are involving teachers, librarians, subject-matter specialists, and other interested parties in the process of textbook selection. More school systems are developing written criteria for textbook selections designed to facilitate intelligent selection based on individual school and local pupil needs.

Teachers today, with greater depth of training, are encouraged to move from the older accepted concept of one basic textbook as constituting a course of study. We find teachers using several textbooks plus a wide variety of supplemental materials. Students are encouraged to explore and to do research in many areas using a wide range of materials. Progress has been made to the point where curriculum development determines textbook selection and not textbooks the curriculum. Selection procedures must provide for continued review and study if full advantage is to be taken of the new educational materials in various stages of development.

Board of Education

The local board of education is charged with the legal responsibility for textbook selection. In practice, many boards have delegated this responsibility to their superintendent. In larger districts, an assistant superintendent in charge of instructional materials may be assigned this responsibility. Final responsibility for textbook adoptions is of course retained by the local board of education which acts upon the recommendation of the superintendent. His recommendation follows the completion of the study by the textbook selection committee. The local board, representing as it does a broad cross section of the community, is in a unique position in terms of understanding local needs. The local board decision on textbook adoption thus has a firm, dual basis in legal responsibility and community empathy.

Superintendent of Schools

The superintendent is a key person in the total process of textbook selection. He is in a position through contacts with principals, supervisors, teachers, and parents to be aware of weak instructional areas within the school system. Too often, textbooks which constitute a major instructional tool have been selected and remain in use until obsolete or out-of-print. The superintendent, in his official capacity, is able to address the problem of textbook change in terms of the needs of an ever-changing, dynamic society. He will have responsibility for choosing the committee to serve employing criteria as enumerated. The guidelines developed for selection procedures will be the result of preliminary planning involving the superintendent and his staff. Specific guidelines need to be established for textbook selection based on local need in terms of the school population. Additional criteria will be necessary in specific subject matter areas.

The superintendent, functioning as an instructional leader, will facilitate the development of this specific content criteria.

As with all tasks assigned to a committee, a tentative progress schedule should be developed with the superintendent. This action will serve two purposes. First, it assures that continued study is being carried out by the committee in terms of desired goals. Second, adequate arrangements may be made to provide committee members the time necessary for a competent job. The superintendent is able to arrange the budgetary support to provide the facilities, materials, and other resources necessary for the committee to function efficiently.

The final role of the superintendent will be one involving communication with and recommendation to the board of education. He will meet with the committee chairman and also meet with the committee as a whole. The information he receives will be communicated to the board of education as a form of progress report. Reactions and suggestions will then be taken back to the committee. When the point of decision is reached, the official recommendation for a final board decision will be made by the superintendent of schools. The superintendent's role in the total textbook selection process may be described at various times as initiating, facilitating, and culminating. He is the key to an efficient textbook selection program.

Selection Committee

The most important action taken in textbook selection normally rests with the selection committee. This committee will find its strength in terms of the strengths of the individual members of the group. For this reason, great care must be exercised in committee selection. The school superintendent, in consultation with his administrative staff, is the logical person to appoint the members of this committee.

In terms of selecting members of this committee the superintendent will be guided by a variety of pertinent criteria. Consideration of desirable characteristics of committee members will usually begin with teaching experience and demonstrated competence. Such teachers will be able to approach the matter of textbook selection with the background desirable for an enlightened choice. Their approach will not be based solely on the mechanical selection of books, but rather, on a more meaningful approach based on familiarity with the basic course of study, local student needs, and materials currently in use. The experienced teacher does not tend to be dominated by other members of the committee regardless of predetermined notions possessed by other committee members. Teachers are naturally interested in studies within their own areas of teaching competence. Members should want to serve on a particular committee, and be willing to give of the time and effort necessary for enlightened selection in terms of course of study and local needs.

A selection committee will normally include a school administrator and may include subject matter specialists, librarians and other interested community representatives. At this point, the possibility of an administrator dominating the committee should be considered. This will not happen if the administrator understands that his function is one of facilitating decision making and is not one of directive leadership. Some consideration could be given to having the chairman serve as a non-voting member of the committee. An administrator is ideally qualified to serve as

chairman because of his experience in dealing with people involved in all areas of the total school program. In addition, the administrator is in a better position to obtain the clerical and other help necessary for an adequate study. He could also function as liaison with the superintendent of schools.



A TYPICAL TEXTBOOK COMMITTEE

Committee size is important in terms of facilitating decision making. The committee should be large enough so individual study assignments will not be overwhelming. Yet the committee must be small enough so agreement is possible and decisions may be reached. In an average school system, a committee of from five to nine would seem suitable. Local conditions in terms of student and community needs may make a committee of different size more desirable. The competency of the individual members of the committee is more important than size in arriving at valid selective judgments. How this committee may function to arrive at definite recommendations will be considered as a separate entity from committee selection.

Selection Committee Operation

The textbook selection committee, once appointed and assigned a specific task, should set up a schedule and plan of operation. This action will be facilitated by having a tentative schedule of meeting dates developed in conjunction with the superintendent of schools.

So the committee may be made aware of the vast amount of material available in a particular subject area, certain steps may be taken by the committee chairman. Publishers should be notified that a change in textbooks is contemplated. A simple form giving such information as subject and grade level involved may be devised for this purpose. Publishers should be requested to send sample copies of textbooks they feel may meet the needs of the school district within the specific content area being considered. A listing of major textbook publishers may be found in the latest directory produced by the Association of Educational Salesmen of New York State. Provision for a file of publisher's catalog in a central location is advisable when committees are examining textbooks periodically. This file should be kept current if it is to have maximum value. Once a file system has been established, it takes a minimum amount of time to keep it current. In addition, professional journals should be available with their many excellent reviews of new materials. Another valuable tool is Textbooks in Print, a catalog published by the R. R. Bowker Company which gives a comprehensive listing of published materials by subject areas from all publishers. Opinions may also be solicited from other local districts using different textbooks of recent selection.

The first committee meeting will concern itself with the problem of organization in terms of specific functions. A chairman should be elected if one has not been designated by the superintendent of schools. By tradition, committee chairmen have been administrators for the reasons already considered under committee membership. A recorder is necessary to take the minutes of each meeting. If possible, a member of the secretarial staff should be made available to the committee for recording the proceedings.

The professional members of the committee are then left free to concentrate on their major task of selection. The minutes should be duplicated, and corrections made by the committee members. A brief form of the minutes should be developed and should be available to all interested staff members. A note may be appended to the short forms of the minutes inviting comments from all interested persons. When decisions are reached, they then represent the result of contributions of the total staff. It is extremely important that committee meetings be open and not be construed in any way as secret or exclusive.

The committee will want to devote some time to a review and discussion of the course of study the textbook will be chosen to implement. By having experienced teachers chosen for the committee, familiarity with curriculum in terms of local needs may be assumed. However, it will still be of value for experienced teachers to redefine desired values and outcomes in terms of State and local curriculum guides before beginning actual consideration of textbooks. The committee may also decide to call in resource consultants from the State Education Department and/or subject matter specialists from institutions of higher education. New approaches may be explored by making use of the particular talents of these resource people.

When sample copies of textbooks arrive, members of the committee will want to examine them in terms of criteria similar to that suggested in the selection criteria section of this booklet. Additions or deletions may be made to these criteria in terms of local conditions or special subject matter requirements. Individual members may report back to the group on their findings after examining sample textbooks. The examination of a number of books may also serve as a quasi in-service program for committee members. Through this interaction of reports and discussions, a pattern should emerge where a small number of books may be considered for more careful study. If this number can be reduced to five or less, the time for further intensive study has arrived.

Committee members may wish to utilize materials from a particular book with their own classes. Other teachers may also be invited to make use of these materials. It could be advantageous for a class to have an opportunity to use a particular set of books while completing a unit of work.

While this is taking place, the publisher's representative should have an opportunity to meet with the committee and with the individual teachers using his materials. A minimum of one hour of presentation followed by a question period would seem advisable. To give less time defeats the purpose of such a meeting. For this reason, the presentation is suggested when the number of textbooks being considered has been reduced to a reasonable number. The publisher's representative will be able to appraise the committee of the philosophy and academic approach of his material. He may wish to bring research consultants, charts, or other audio-visual material for his presentation. Any unique features of the series may also be explained to the committee members at this time. All interested personnel should be invited to listen to these presentations. After the formal presentation and answer period, individual committee members may wish to continue discussing the textbook material that has been presented. This is one significant advantage of having a single presentation at a scheduled meeting. Members of the committee are able to concentrate all of their energies on one set of materials at a time. It is doubtful that any positive purpose would be served by having more than one publisher's presentation at any one meeting.

With this background information plus committee research, opinions of resource persons and other classroom teachers, the committee will continue to eliminate textbooks until a final choice is possible.

A written report explaining the reasons for the committee arriving at the final choice should be presented to the superintendent. He will undoubtedly expect to meet with the committee as their decision is explored in depth.

If the superintendent is in agreement with the committee, there remains one more step to complete the process of selection. The superintendent may wish to have the committee meet with the board of education, and then present his recommendation. He may wish to distribute a written document developed by the committee and then give his recommendation. In either instance, his is the final recommendation with formal approval by the board of education signifying the successful conclusion of the committee effort. At this point, a series of follow-up meetings could be planned to continuously evaluate the material chosen. A tentative date may also be set when further revision will be considered. The selection committee may then be discharged with its assignment completed.

General Selection Criteria

The following general criteria may be applied to textbooks in all subject areas. It is suggested that local districts develop additional specific criteria, where needed, based on an intimate knowledge of local conditions and student needs.

Content -

Is the content accurate and in agreement with the latest research available?

Does the content relate to the course of study developed by the local district consistent with current guides and curriculum handbooks in New York State?

Is the material presented in an interesting manner with a minimum amount of extraneous material?

Is the material presented in such a way that students are led to think out solutions and not merely to memorize facts?

Is the content suitable in terms of reading level and vocabulary control for those students who will utilize it as a tool of instruction?

Are charts, maps and tables accurate and presented in a clear and concise manner?

Are questions presented in such a manner that they will be understood by students? Furthermore, are the reasons for asking the question clear?

Author -

Do the authors and/or consultants have teaching experience on the particular level and in the subject area being considered?

Do the authors and consultants have an educational background that qualifies them to write in the content field involved?

Do the authors represent a philosophy of education that is compatible with the philosophy of the local school district?

Date of -
Publication

Is the textbook being considered up-to-date, and does it have a recent copyright date? Any book with a copyright date more than five years old should be examined very carefully.

Does the presence of a recent copyright date signify the incorporation of the latest findings in methodology and technology?

Is a recent copyright date the result of a real change, or a cursory or minor revision of materials from former editions.

Treatment of -
Sensitive Areas

Does the author develop the role of minority groups in a manner that reflects the latest findings of scholarly research?

Has the integrity of content been respected where the author develops the role of minority groups?

Are stereotypes avoided in terms of racial, religious and ethnic background?

Is the textbook non-sectarian in nature?

Where differences of opinions may exist, which have basis in interpretation, does the author treat all sides of the issue fairly and objectively?

Physical
Characteristics

- Is the binding substantial in terms of the amount of rough handling the book may be subjected to by children?

Does the book lie flat when open on a desk?

Is the paper of good quality affording maximum opacity?

Is the type suitable for the grade level being considered in terms of the period of visual development?

Is there adequate spacing between words and lines to make reading easy?

Are illustrations pleasing, colorful, and well located on a page?

Do the illustrations reflect the multi-ethnic character of our society?

Teaching Aids -

Is the teacher's manual written in such a manner as to explain completely the objectives of individual lessons, units, and sections?

Teaching Aids -

Are directions provided for the teacher terms of overall aims and objectives?

Are references listed for teachers and students in such a manner as to be of maximum use?

Have references been kept up to date?

Does the book have accompanying audio-visual aids including records, film strips, films, tapes, charts and overhead transparencies?

If appropriate, are workbooks challenging for the student and do they reinforce major concepts presented by the textbook? In addition, are workbooks easily corrected by the teacher employing the standard key?

Are workbook materials so organized that student weaknesses in particular areas may be identified?

Are appropriate testing materials available to the teacher for an adequate standardized program?

Do clear, concise, unit summaries reinforce important learnings?

Are interesting activities suggested that will challenge youngsters to do further research in meaningful areas?

Have subject indexes been included so specific material may be easily located by students?

Does the glossary give easily understood definitions of more difficult words employed by the author?

Is an attempt made by the publisher to keep content material current by the issuance of supplementary bulletins?

In Conclusion -

If considered desirable, the selection criteria discussed may be set up in the form of a score sheet for each textbook being considered. Individual districts may also wish to add to or delete items in this listing in terms of local conditions.

NEW MEXICO FEDERATION OF TEACHERS,
Albuquerque, N. Mex., October 8, 1966.

HON. ADAM CLAYTON POWELL,
House of Representatives,
Washington, D.C.

SIR: The Executive Council of the New Mexico Federation of Teachers protests the disclaimer made by Tito Valdez, Director of the Textbook Division, New Mexico State Department of Education, prior to his testimony before the House Education and Labor Committee on August 31. At this hearing, which concerned the treatment of minority groups in textbooks, Valdez said, "People of the state are either happy or they have been silently unhappy about the books the kids are studying. . . . There are no complaints." We also protest the support given this statement in a press release by officials of the New Mexico Education Association which stated that there had been no complaints in regard to minority groups.

We wish to point out that parents of Spanish-American or Indian students who themselves are deficient in English, are hardly likely to be the vocal type of parents who would express organized protest over textbook selection. This hardly means that there is no deficiency. Dropout figures would also seem to be a valuable indicator of discontent in the schools.

New Mexico has the highest number of students per capita and the second highest dropout rate in the nation. As shown by the June 1, 1966 report from the Southwestern Cooperative Educational Laboratories, racial minorities constitute the majority of these dropouts. Based on a population of 444,503 New Mexico residents presently 16 years and over, 27% of the Indians and 6% of the Spanish-Americans had no schooling whatsoever; this compares to 4% of all races combined. Ninety percent of the Indians and 82% of the Spanish-Americans had not gone beyond the eighth grade, whereas the figure for all races combined is 12%. Only 9% of the Spanish-Americans and 13% of the Indians completed high school; 24% of all races combined completed high school. Although separate figures were not available on the Negro, we believe that this minority would also show up substantially in dropout statistics. It is clear that these figures are in some ways out of date since they do not reflect possible advances in the last decade or so, but all indications suggest that the trend remains the same.

Educators in the State of New Mexico cannot remain complacent. These shocking figures are true, and they remain true. There are a number of possible causes for the high dropout rate among minority groups. Certainly the failure of New Mexico to adopt a policy of using integrated textbooks is of prime importance.

The NMFT brings to your attention the fact that the NMEA view is in direct contradiction to that of its parent organization, the National Education Association, which in a recent report on racial minorities in the southwest entitled, "The Invisible Minority," pointed out the tragic feelings of inferiority in a Spanish-American schoolgirl. "I am a Mexican. No matter what I attempt to do, my dark skin always makes me feel I will fail." The report offered as a possible solution the use of integrated textbooks and bilingual teaching methods, which would help the minority groups adapt to the dominant Anglo culture, while encouraging pride in their native traditions.

We are appalled that NMEA and state administrators take such a complacent view of minority education. We are concerned that culturally disadvantaged minorities in New Mexico, which represent a larger percentage of the population than in most southwestern states, are given virtually no recognition in school textbooks. Unless a more realistic approach is taken by the state education administrators and the NMEA, the situation could become a disgrace of such proportion that much needed federal funds would be withdrawn.

Yours very truly,

THEOD C. NILSON,
President.

(Mr. H. C. Quarles, Director, Division of Textbooks, South Carolina Department of Education Submitted the Following Material)

TEXTBOOK ADOPTION REGULATIONS FOR THE FREE PUBLIC SCHOOLS OF SOUTH CAROLINA APPROVED BY THE SOUTH CAROLINA STATE BOARD OF EDUCATION, DECEMBER 18, 1964

Issued by State Department of Education, Jesse T. Anderson, State Superintendent of Education, Columbia, S.C., 1964

To Establish The Method For Adopting Textbooks For The Free Public Schools Of South Carolina; To Create The Textbooks Advisory Committee; To Provide For The Appointment Of Special Committees To Evaluate And Rate Textbooks; And To Promulgate Such Rules And Regulations As Are Necessary To Carry Out The Provisions Thereof.

SECTION 1. Pursuant to Section 21-505, the State Board of Education shall have the responsibility and duty to adopt the textbooks used for instruction in the free public schools of South Carolina subject to the provisions of the sections that follow.

SECTION 2. The State Board of Education shall appoint, with recommendation of the State Superintendent of Education, a Textbook and Curriculum Advisory Committee. The Committee shall consist of 14 members; 8 members who are actively engaged in school work either administratively or supervisory, at least one from each congressional district; 1 lay citizen preferably a former member of the State Board of Education; 5 members from the staffs of the state educational agencies having responsibilities in the curriculum and textbook fields including the Director of the Division of Instruction, the Director of the State School Book Commission and preferably a representative of ETV. There shall be at least two nominees for committee membership from each congressional district. Four of the appointed members shall be appointed for a term of two years, five shall be appointed for a term of four years. Thereafter, the term of all appointed members shall be four years. The recommendations by the State Superintendent of Education shall include the suggestion of a Chairman, Vice-Chairman and Secretary. The Committee has the power to organize itself.

The duties of the Advisory Committee shall be to study continually the curriculum and textbook and make recommendations to the State Board of Education in subject fields in which textbook adoptions are needed to meet new programs of study; to replace textbooks on which contracts are expiring; to make recommendations in regard to exercising options in existing contracts; to make recommendation in regard to renegotiating expiring contracts; to recommend to the State Board of Education the number of books it considers desirable in each area of the curriculum being considered for textbook adoption. The committee shall give careful attention to new and improved methods of presenting instructional materials. The committee is authorized and directed to secure the assistance and advice of any consultants deemed proper. Special consideration should be given to consultants from the State Department of Education, colleges and universities of South Carolina.

The Textbook and Curriculum Advisory Committee shall meet annually at the call of the Chairman. Additional meetings, when necessary, may be held at the call of the Chairman, a majority of its members, or on request from the State Board of Education. Provided, however, that the State Board of Education reserves the right to limit the number of official meetings this committee may hold in one school year.

The Textbook and Curriculum Advisory Committee shall report to the State Board of Education not later than May of each year in regard to the necessity of textbook adoptions to be made during the following school year. The Committee may make curriculum reports when in its judgment such reports are deemed advisable.

SECTION 3. The State Board of Education shall examine the recommendations of the Textbook and Curriculum Advisory Committee and in its discretion determine the fields in which textbook adoptions will be made, if any. The State Board of Education shall, through its Administrative Officer, make information relative to the adoptions available to publishers and school administrators by mail, not later than June 30 preceding the adoption date in November. It shall also make due arrangements for an official announcement not later than

September 1. This announcement shall be sent to all publishing companies registered with the Administrative Officer of the Board, and a notice shall be given by legal advertisement in at least one daily newspaper in the State of South Carolina in accordance with the general legal requirements.

The formal notice by the Administrative Officer of the Board shall make available sample copies of the bid forms to be used by the publishers in submitting textbooks for adoption and a copy of the contract and bond each publisher will be required to execute if its books are adopted.

SECTION 4. Following the announcement of the State Board of Education of the proposal for textbook adoptions, the State Board of Education shall appoint, with recommendation of the State Superintendent of Education, as soon as practical, an Evaluating and Rating Committee for each major subject field or related subject area in which adoptions are to be made. It is the desire of the Board that a balance be maintained on each evaluating committee between large and small, rural and urban schools. There shall be at least two nominees for each position except that of the State Department of Education. Each committee shall consist of nine members; seven members, one from each congressional district and one at large, who are actively engaged in teaching, in the supervision of teaching, or administration in the public schools, all of whom have had teaching experience, special training or supervision in the subject field in which they have been appointed, three of whom shall be full-time classroom teachers; one person who may be a college teacher or layman competent in the fields or subjects under consideration; one representative from the State Department of Education.

The recommendations by the State Superintendent of Education shall include the suggestion of a Chairman, Vice-Chairman and Secretary.

It shall be the duty of each Evaluating and Rating Committee to rate all textbooks offered for adoption and file a written report with the Administrative Officer of the State Board of Education. The report shall consist of the committee's evaluations and a list of textbooks which the committee recommends as suitable for adoption. In order to be placed on the recommended list, a textbook must receive affirmative votes from at least two-thirds of the committee members. The number of books to be recommended by the committee in each subject field shall be in accord with instructions from the State Board of Education.

If a committee does not find the specified number of books satisfactory, it shall so indicate in its report. If, in the judgment of the committee for some unusual reason, the number is considered inadequate, the reasons shall be carefully detailed in its report.

To facilitate efficient and competent evaluations by the committee, the State Board of Education shall furnish the committee with detailed instructions pertaining to its duties, textbooks evaluating guide materials, etc., and the time schedule necessary in order for the State Board of Education to complete its work in an orderly fashion. It shall be the duty of the State Superintendent of Education to serve as co-ordinator and liaison between the State Board of Education and the Committees.

Publishers shall be required to furnish a brief to each committee member for all textbooks being offered for adoption. The brief shall include a common reading level of the text material and level of difficulty. The Committee shall hold hearings allowing adequate time for each publisher's oral presentation provided, however, there shall be at least 30 days between the final date for submitting briefs and the dates of hearings. After the original hearings, there shall be no communications between the representatives of the textbook publishers and the committee members except as may be requested by the committee.

The committee is authorized and directed to secure the assistance and advice of any consultants deemed proper. Special consideration should be given to consultants from the State Department of Education, colleges and universities of South Carolina. It is, further, authorized to request and secure necessary clerical services from the State Department of Education.

Textbooks shall not be recommended by the Evaluating and Rating Committee and the State Board of Education shall not adopt textbooks that fail to meet the South Carolina Official Minimum Manufacturing Standards and Specifications. Provided, however, the State Board of Education reserves the right to waive minor deviations and technicalities and in each case the publisher shall be responsible for showing cause why the minor deviations or technicalities cannot be met. Copies of the Official Minimum Manufacturing Standards and Specifications will be made available to the publishers with the official call for bids.

In the event an Evaluating and Rating Committee cannot submit a report that is acceptable to the State Board of Education, the said committee may be dis-

solved and a new committee appointed in the same manner as the original committee.

Each Evaluating and Rating Committee shall be dissolved as soon as the State Board of Education completes the adoption in the subject field for which it was appointed.

SECTION 5. The School Book Commission is hereby directed to cooperate fully with the State Board of Education, the Textbook and Curriculum Advisory Committee and the Textbook Evaluating and Rating Committees in determining whether or not textbooks offered for adoption meet the South Carolina Minimum Manufacturing Standards and Specifications for textbooks. The Commission shall furnish a list of textbooks offered for adoption which, in its judgment, fail to meet the Minimum Manufacturing Standards and Specifications and list in detail the deviations it finds prior to the rating by the evaluating committees.

SECTION 6. The Evaluating and Rating Committees may recommend and the State Board of Education may adopt textbooks in manuscript. Provided, however, any contract awarded for textbooks in manuscript form shall be subject to final approval of the State Board of Education and the Evaluating and Rating Committees as to the final wording, format, illustrations and captions, and physical construction. Any Evaluating and Rating Committee for subject matter adopted in manuscript form shall not be discharged until final action has been taken by the State Board of Education on the completed text.

SECTION 7. It shall be the duty of the State Board of Education to adopt not less than 3 nor more than 5 books or series of books in each subject field if so many books have been recommended by the Evaluating and Rating Committees. However, prior provision notwithstanding, the State Board of Education is not required to adopt any books recommended by the Committees that in the judgment of the State Board of Education are unsatisfactory. The State Board of Education may adopt a number of books or series of books exceeding the original instructions to the Evaluating and Rating Committees if so recommended by the Evaluating and Rating Committee and the State Board of Education concurs in the recommendation.

SECTION 8. Substitutions of new copyrights for textbooks under contracts will be allowed only with written permission as specified below.

(1) Any publisher desiring to substitute a later copyright of an adopted textbook with minor changes that can be used interchangeable in the same classroom without confusion may make application to the State Superintendent of Education. The publishers shall submit 4 samples of the edition under contract, 4 samples of the edition it proposes to substitute and 4 complete lists of changes between the two editions. If, after consultation with the Division of Instruction, the State Superintendent of Education concludes that the two editions can be used interchangeably in the same classroom without confusion, he is authorized to grant permission to substitute the new edition. All substitutions made under this provision shall be reported to the State Board of Education and approved by the Director of the State School Book Commission as to the construction of the book but not its contents.

(2) Any publisher desiring to substitute a later copyright of an adopted textbook that is so different from the original text that it cannot be used interchangeably in the same classroom without confusion must make application to the State Board of Education and agree to take up all copies of the old text books in use in the public schools of South Carolina and allow an exchange rate to the state or school equal to any equity they have in the used books. The State Board of Education shall examine the publishers request and if, in its judgment, there is sufficient merit to warrant further consideration the State Board of Education shall create an Evaluating and Rating Committee as provided under Section 4. After receiving the report of the Committee, the State Board of Education will determine whether or not the substitution will be allowed.

(3) Provided, however, that in all substitutions allowed prices shall not exceed the price named in the original contract.

SECTION 9. All original contracts shall be for a period of four years and contain a clause providing that at the option of the State Board of Education the contracts may be extended for two additional years at no increase in price.

At the expiration of a contract between the state and the publisher of any textbook, the State Board of Education, upon the recommendations of the Textbook and Curriculum Advisory Committee and upon satisfactory agreement being had with such publisher, may renegotiate the contract for such textbook or later edition thereof for a period not to exceed two years without any increase in price.

SECTION 10. The Attorney General of the State of South Carolina shall approve all contracts to be entered into between the state and the publishers and shall approve the bond to be filed by each contract publisher. Such bond shall be placed in the custody of the State Treasurer.

SECTION 11. All members of the Textbook and Curriculum Advisory Committee and of the Evaluating and Rating Committees except ex-officio members of full-time employees of the State of South Carolina shall be paid the regular per diem and expenses as are members of other boards or agencies of South Carolina as prescribed by law.

SECTION 12. Any school, desiring to teach an elective course that has been approved by the State Board of Education where, due to the volume, a formal adoption has not been made, may make application to the State Department of Education for the approval of the book which the school proposes to use. The State Superintendent of Education, after consultation with his staff, may approve the text if it is found to be satisfactory. If it is not found to be satisfactory, the matter shall be taken up with the school involved, recommendations made and a suitable text shall be agreed upon between the school and the State Department of Education. All texts so approved under this provision shall be reported to the State Board of Education in writing within 90 days with a description of the circumstances which make the action advisable. These texts are subject to State Board approval.

SECTION 13. Nothing contained in these regulations shall be construed or interpreted to restrict the authority of local schools to conduct experimental programs and the use of non-adopted material therein as provided in the current elementary and secondary school standards.

Under no circumstances shall this section be used as a vehicle to circumvent state textbook adoptions. All textbooks approved under this provision shall be reported to the State Board of Education.

SECTION 14. Any bidder or publisher submitting textbooks to the state for adoption shall on or before the day bids are received register in the office of the State Superintendent of Education the names, home addresses of all agents or employees of any kind or persons retained for legal or other services to whom there is being paid or there will be paid any salary, commission or royalty for representing the bidder or publisher. This registered list shall be kept open for inspection by the public and copies of it shall be made available to members of the State Board of Education, the Textbook and Curriculum Advisory Committee and the Textbook Evaluating and Rating Committees. The failure of any bidder or publisher to register the names, home addresses of all agents of any kind as herein specified shall be deemed as sufficient cause for summary rejection of the bid or proposal of such bidder or publisher.

SECTION 15. All contracts shall provide that, if any person who furnishes adopted textbooks in the state shall sell the same textbooks or cause them to be sold or offer them for sale to any other person, state or State Board of Education for a price less than that which this state has contracted to pay for such textbooks, such lower prices shall automatically become the price of such textbooks in this state and that the content of the textbook shall be considered and not the title in investigating such prices. The State Board of Education shall make the necessary investigations as to the prices of such textbooks so sold to other persons, schools, states or State Board of Education.

SECTION 16. It shall be unlawful for any teacher of a school supported in whole or in part from the public school funds of this state, any trustee of any such school or any other school officer or employee to become an active or silent agent of any school book publisher or be in anywise pecuniarily interested in the introduction of any school book into any school in this state. Any person violating any of the provisions hereof shall be guilty of a misdemeanor. Provided, however, the terms of this section shall not apply to encyclopedia sales by teachers and principals during the months they are not actively engaged in teaching.

SECTION 17. Any of all Rules and Regulations which may be in conflict with the provisions of this regulation are hereby declared null and void.

RULES AND REGULATIONS

OF THE

STATE SCHOOL BOOK

COMMISSION

Approved March 9, 1955



Issued by

STATE SCHOOL BOOK COMMISSION

J. D. Robison, Director

COLUMBIA, SOUTH CAROLINA

STATE SCHOOL BOOK COMMISSION OF SOUTH CAROLINA

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County Superintendent of Education, Barnwell, S. C.

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R. D. SCHRODER *Member*
State Board of Education, Yorges Island, S. C.

J. D. ROBISON *Member*
Director and Executive Secretary, Columbia, S. C.

School Book Commission, State**ADOPTED BY THE SOUTH CAROLINA STATE
SCHOOL BOOK COMMISSION****Pursuant to § 21-479, S. C. Code of 1952**

(Filed Secretary of State's Office March 15, 1955)

**Rules and Regulations to replace Rules and Regulations
of April 21, 1937 and July 27, 1939****ARTICLE I—BOOKS**

SECTION 1. *Adopted Books.*—The State School Book Commission shall provide for use in the public schools only such books as are regularly adopted by the State Board of Education and duly contracted for with the Publishers.

SECTION 2. *Property of the State.*—All books issued to schools and depositories by the State School Book Commission shall be the property of the State. Rental paid to the Commission shall not be considered as a payment toward the purchase of books, except as provided in Article IV, Section 4, in regard to damaged or lost books.

SECTION 3. *Consigned to Schools and Depositories.*—Books issued to schools and depositories shall be consigned to them by the Commission for a minimum period of three years. Each title must be used three years before a change can be made. (State Board of Education Ruling.)

SECTION 4. *Workbooks and Paper Bound Books.*—Workbooks, paper bound books and such other books that, in the judgment of the Commission, are not sufficiently durable to withstand use for more than one year shall not be provided on a rental basis. Such books shall be sold outright to ^{schools} ~~papers~~ at the contract retail price less 10 per cent if books are paid for within 60 days from opening of school or date of invoice (whichever is later).

ARTICLE II—DISTRIBUTION

SECTION 1. *Central Textbook Depository* (State Depository).—All books shall be secured from Publishers and distributed by the State School Book Commission through the Central Textbook De-

pository, as required by contract between the State Board of Education and the Publishers.

SECTION 2. *Distribution to Schools.*—The County Board of Education of each county, with the agreement of the Commission, shall determine the system of distribution within each county. The system agreed upon shall determine the agency from which the individual schools of the county shall secure their books.

- (a) County Depositories: A county Depository may be established through which all books in the county may be distributed. Such Depository may, however, supply books to only those districts desiring to secure them from the Depository. This shall be determined by the County Board and the Trustees of the several districts.
- (b) District Depositories: The Board of Trustees may establish a district depository through which all books in the district may be distributed. The district depository may secure books directly from the School Book Commission.
- (c) School Depositories: The Board of Trustees may authorize schools within the district to act as depositories. Books may be secured directly from the School Book Commission.

ARTICLE III—CUSTODIANS AND RESPONSIBILITIES

SECTION 1. *County Depository.*—The County Board of Education shall be the legal Custodian of all books requisitioned by the County Depository. The Board shall be responsible for all books issued by the Depository to the individual districts regularly operating under the Depository.

SECTION 2. *District Depositories.*—The Board of Trustees of each District and School Depositories shall be the legal custodians of all books issued to the schools within the district. It shall be responsible to the source from which books were secured.

SECTION 3. *Administration.*—County Boards of Education and Boards of Trustees may appoint such agents as they deem necessary in the discharge of their duties. Such appointment shall not relieve the County Board or Trustees of their legal responsibilities.

ARTICLE IV—PRICES

SECTION 1. *Rental Prices.*—Books shall be rented to pupils for the entire school year for one-third of the contract retail price except that all Readers shall be rented for one-fourth of the contract price.

SECTION 2. *Sale of Books.*—Only new books that have not previously been rented may be sold to pupils. Such sales shall be at contract retail prices. Used books may be sold only in case of unreasonable abuse or damage, as provided in Article IV, Section 4.

SECTION 3. *Prices Listed on Forms.*—All record forms furnished by the Commission shall show the contract retail price and yearly rental price of books listed thereon.

SECTION 4. *Lost Books.*—Parents or guardians shall be required to pay for books lost and the pupil and parent(s) and/or guardian(s) shall be denied further benefits of the South Carolina Rental Text-book Law until this requirement is fully complied with. The following schedule shall be followed in determining amounts to be charged for lost books:

- (a) For books issued to a pupil: The remaining balance between the cost of the book and the amount of rental previously paid but, a minimum charge of 25%, irrespective of the number of years the book has been used, will be collected.
- (b) If the length of service of books can not be determined, an average price, based on actual value of books in the state, will be assessed.
- (c) Books destroyed by fire in school buildings or private homes will be replaced free, provided official of the school shall furnish a certified list of books destroyed.

SECTION 5. *Damaged Books.*—Parents and/or guardians shall be required to pay a fine for books damaged or in any way abused beyond reasonable wear and tear. The amount to be charged in such cases shall be determined by the agent in charge of books and shall in no case exceed the amount of charge applicable had the books been lost, provided that the pupil may have the option of paying the fine or purchasing the book according to the schedule in Section 4, above.

SECTION 6. *Deposits on Books.*—No Board or agent thereof shall be allowed to require a pupil to make a money deposit to secure the return of books.

SECTION 7. *Rental Must be Paid in Advance.*—No book shall be issued to a pupil until the rental fee has been paid in full.

SECTION 8. *Price Changes.*—The Director of the School Book Commission shall notify all schools and depositories of changes in contract retail and/or rental prices.

ARTICLE V—REQUISITIONING BOOKS

SECTION 1. *Time for Requisitioning.*—At the close of school each year, or as soon thereafter as possible, the Board or its agent shall determine the number of additional copies needed for the approaching year. Consideration shall be given to the number of usable copies already on hand, anticipated enrollment for the coming year, and such other factors as would increase or decrease the number of books rented. As soon as this has been determined, the agent shall immediately make requisition to the School Book Commission.

SECTION 2. *Requisitioning from School Book Commission.*—All requisitions made to the School Book Commission shall be on regular requisition forms supplied by the Commission and shall be approved by the County Superintendent of Education before being forwarded to the Commission.

SECTION 3. *Accounts Must Be Settled.*—No requisition for additional books shall be approved for any Depository until the Depository has settled in full with the Commission all prior year's indebtedness and submitted such reports as may be required by the Director of the School Book Commission at the close of school. Books being replaced by newly adopted books must be returned before any new books can be shipped. (See Article I, Section 3.)

ARTICLE VI—SURPLUS BOOKS

SECTION 1. *Definition.*—Surplus books are such books as may be in the possession of a school or Depository that have not been used during the school year and definitely will not be used thereafter. Surplus books may include such classifications as: (1) worn-out worthless books, (2) books that have been replaced by more recent adoptions, (3) good, usable books on hand in excess of normal requirements.

SECTION 2. *Return Surplus.*—Surplus books should be returned to the agency from which the school or Depository secures its books. Proper credit shall be issued to the agent returning such books.

SECTION 3. *When to Return Books.*—Surplus books shall be returned, as provided in Section 2, as soon after the opening of school each year as the agent can determine that a surplus is on hand. Worn-out books shall be returned each year at the close of school.

SECTION 4. *List Books Returned.*—Agents returning books shall list them on forms supplied by the Commission and shall follow the instructions printed thereon in regard to packing, labeling, method of shipment, etc.

SECTION 5. *No Local Disposition.*—No Depository may dispose of books, whether worn-out or otherwise, except upon specific authorization of the Director of the School Book Commission.

SECTION 6. *Imperfect Books.*—Imperfect books shall be returned to the agency from which received, and exchanged for good books or credit, as may be desired by the agency returning such books.

ARTICLE VII—CARE OF BOOKS

SECTION 1. *Responsible Parties.*—The County Board of Education and/or Board of Trustees shall be responsible for the proper care of books issued to their Depository.

SECTION 2. *Inspection.*—Books shall be subject at any time to inspection by authorized agents of the County Board of Education, Board of Trustees, or the State School Book Commission. It shall be the duty of each teacher to frequently inspect the books issued to her pupils and to encourage the proper care and handling of books.

SECTION 3. *Reports.*—All parties responsible for books shall make such reports to the Director of the School Book Commission as the Director may, from time to time, require relative to the Condition of books.

SECTION 4. *Book Covers.*—All books shall be covered with book covers furnished by the School Book Commission, as long as such covers are available from the Commission. Covers shall be furnished by the Commission without charge for use on state-owned textbooks, only.

SECTION 5. *Stamping Books.*—When books are issued to pupils, *but not before*, they shall be stamped "Property of South Carolina, Year, No. . . . " on the inside of the back binding and also at the top of page 30. Rubber stamps for this purpose shall be furnished by the Commission. It is important that new books shall not be stamped until issued to pupils.

SECTION 6. *Identification.*—The names of pupils or teachers shall be written on the covers of books. Schools and Depositories may in addition use a suitable numbering system or other means of identification, provided that such will not impair handling books should they be transferred for use elsewhere.

SECTION 7. *Marking.*—Pupils shall not mark books, paste labels in them, or in any way force the bindings. See Article IV, Section 4, for penalties for any loss, abuse or damage beyond reasonable wear and tear.

SECTION 8. *Storage.*—County Boards of Education and Boards of Trustees shall provide secure places for the storage of books for such time as they are not rented to pupils. Places of storage should be clean, dry, well arranged and free of rats and insects. If such space is not available, schools operating under a Depository may return their books to the Depository and be receipted therefor. *Care must be taken to see that books do not mold while in storage.*

SECTION 9. *Books Handled by Children with Contagious Diseases.*—Books handled by children suffering from contagious diseases, such as scarlet fever, diphtheria, etc. shall be burned by the local agent, provided such destruction has been recommended by the physician attending the child. The local agent shall provide the Director of the School Book Commission with a list of the books and a statement in writing from the physician recommending destruction of the books. The account of the school shall be given credit by the School Book Commission.

ARTICLE VIII—RECORDS

SECTION 1. *General.*—All parties responsible for books shall keep an accurate record of the number of books received and returned. This record shall show at all times the number of books for which the school or Depository is responsible. Each school or Depository shall also keep an accurate record of rental and other fees collected

from pupils and the amount of such funds remitted to the proper authority.

SECTION 2. *Invoicing of Textbooks.*—Rental Units securing books directly from the School Book Commission shall order books as provided in Article V, Section 2. Each shipment of books shall be accompanied by an invoice executed in triplicate. The original copy shall be sent to the School Book Commission, the second copy retained by the Central Depository and the third copy sent to the Depository requisitioning books. Upon receipt of the shipment, the Depository agent shall check the number of books received against the invoice covering the shipment. If errors are found between the number of books received and the number of books invoiced, an immediate report of discrepancies should be made to the Commission. The third copy shall be kept by the Depository for its files.

SECTION 3. *Transfer of Books.*—Each transfer of books from one rental unit to another shall be accompanied by an invoice which shall show the name of the school or Depository transferring the books, the name of the school or Depository receiving them and the number of each title transferred. Such invoice shall be executed in duplicate and signed by both the delivering and receiving agents. The original shall be retained by the party delivering books and the duplicate by the party receiving the books.

SECTION 4. *Distribution Within the School.*—In each school, books may be distributed directly to the pupils from a central book room, or delivered from the book room to each teacher for re-issue to the pupils in her room. *All used books* of each title shall be issued before any new books of the same title are issued. The Commission shall provide forms for recording books issued by the agent to each teacher, if such a system is used.

SECTION 5. *Issued to Pupils.*—A record shall be kept for all of the books issued to each pupil during the year and shall be kept on forms provided for this purpose by the Commission. Such forms shall include all information considered necessary.

SECTION 6. *Books Returned by Pupils.*—Books shall be turned in by the pupils at the close of school each year, or when the pupil withdraws from school. Books completed before the end of the year shall be turned in when completed. Books turned in before the end of the school year shall be kept separated from books not used during the current school year.

SECTION 7. *Funds*.—Rental and other collections of funds from pupils shall be remitted to the agency from which books are secured at the end of the second month, fifth month and at the end of school. Proper receipt shall be issued by the receiving agent to the agent remitting. Depositories shall keep such records as will show the amount of collections from each of the districts operating under them. Textbook custodians are warned not to keep funds collected from rentals in insecure places. The School Book Commission is not responsible for lost or stolen money.

SECTION 8. *Reports*.—Boards or their agents shall promptly furnish the Director of the School Book Commission such reports as he may, from time to time, consider necessary.

SECTION 9. *Transfer Pupils*.—A pupil transferring from one school to another in the State Rental System shall return his books to the agent of the school he is leaving. The agent shall properly receipt the pupil for the return of his books and, in addition, give him a "Pupil's Transfer Slip" indicating thereon the amount of rental paid by that pupil in his school. (No paper bound material shall be included in this amount.) This transfer slip, when presented at the second school, shall entitle the pupil, without charge, to books with a rental value of the amount shown on the slip. (Transfer credits cannot be used in payment for paper bound material.) If the rental on books issued at the second school exceeds the credit value of the slip, the pupil shall pay the difference. No refund shall be made, however, if the entire credit value of the slip is not used at the second school. Transfer Slips from any public school system in the state are acceptable. The agent of the second school shall submit the transfer slip to the same authority to whom his rental collections are remitted for the credit of his account.

SECTION 10. *Rental Refunds*.—A pupil moving out of the state, or to another school, within the state not connected with the State Rental System, shall be entitled to a refund of one-half of the rentals paid during the year, provided he leaves school before the second semester begins, or before February 1st, if the school does not operate on the semester plan. Such refunds shall be made by the Director of the School Book Commission and not by the local school or Depository agent. The agent of the school shall certify to the Director the amount of rental paid by the pupil and the date of his withdrawal from school.

ARTICLE IX—LIBRARY BOOKS

SECTION 1. *Ordering Library Books.*—Schools, ordering Library books through the School Book Commission, shall use the order blanks provided by the School Book Commission. The order shall be made *in duplicate* and all information, indicated on order blank, shall be furnished. If all information is not furnished, the order will be returned to the sender.

SECTION 2. *Selection of Library Books.*—No library books, that do not appear on the library lists prepared by the State Library Committee, can be shipped by the School Book Commission.

SECTION 3. *Payment.*—Payment for library books may be made as follows:

- (a) Cash with order.
- (b) Cash on demand after books are delivered.
- (c) Three payment plan: 1/3 cash with order, 1/3 at the end of the first year, and 1/3 at the end of second year. A charge of 3½% interest shall be paid on unpaid balance. When the three payment plan is used, the trustees and County Superintendent of Education must sign the special order blank furnished by the School Book Commission.
- (d) If payment is not made by the first day of July, immediately following receipt of library books, no further shipment of library books or textbooks will be approved until payment is made.

ARTICLE X—COMPLAINTS AND INTERPRETATION

SECTION 1. *Complaints.*—Complaints in regard to the textbook and library book service shall be made to the Director of the School Book Commission.

SECTION 2. *Interpretation.*—The State School Book Commission shall interpret these regulations both as to the meanings of words and substance of thought, and shall make changes or additions from time to time as conditions may warrant.

636 BOOKS FOR SCHOOLS AND TREATMENT OF MINORITIES

(South Carolina State Department of Education, Library Services, Nancy Jane Day, Supervisor)

BOOKS BY OR ABOUT NEGROES COMPILED BY MARTHA JONES AND MARY FRANCES GRIFFIN, PROJECT EVALUATORS FOR TITLE II, E. S. E. A.

LIST FOR ELEMENTARY SCHOOLS

(All titles are in print and have been taken from acceptable sources. The source number for Title II follows the price.)

300 SOCIAL SCIENCES

394.2 Rollins, Charlemae *Christmas Gifts* Follett \$3.71 (9)

600 USEFUL ARTS

612 Showers, Paul *Your Skin and Mine* Crowell \$2.95 (18)

920 BIOGRAPHY

920 Dobler, Lavinia *Pioneers and Patriots: Six Negroes of Historical Importance* Doubleday \$2.95 (18)

92 INDIVIDUAL BIOGRAPHY

- 92 CARVER, GEORGE WASHINGTON Epstein, Samuel *George Washington Carver* Grossett \$1.00 (9)
- 92 CARVER, GEORGE WASHINGTON Epstein, Samuel *George Washington Carver: Negro Scientist* Garrard \$1.98 (9)
- 92 CARVER, GEORGE WASHINGTON Stevenson, Augusta *George Carver: Boy Scientist* Bobbs \$1.96 (9)
- 92 CARVER, GEORGE WASHINGTON White, A. T. *George Washington Carver The Story of a Great American* Random \$1.95 (9)
- 92 DOUGLASS, FREDERICK Bontemps, Arna *Frederick Douglass: Slave-Fighter-Freeman* Knopf \$3.00 (1)
- 92 KING, MARTIN LUTHER Clayton, Ed *Martin Luther King* Prentice \$3.50 (9)
- 92 TUBMAN, HARRIET McGovern, Ann *Runaway Slave: The Story of Harriet Tubman* Four Winds \$2.50 (18)
- 92 WASHINGTON, BOOKER T. Patterson, Lillie G. *Booker T. Washington* Garrard \$1.69 (1)
- 92 WASHINGTON, BOOKER T. Stevenson, Augusta *Booker T. Washington: Ambitious Boy* Bobbs \$2.25 (1)

FICTION

- Bacmeister, Rhoda *Voices in the Night* Bobbs-Merrill \$3.25 (18)
- Baum, Betty *Patricia Crosses Town* Knopf \$3.50 (18)
- Carlson, Natalie *The Empty School House* Harper \$3.50 (17)
- Caudill, Rebecca *A Certain Small Shepherd* Holt \$3.50 (18)
- Faulkner, Georgene *Melindy's Medal* Messner \$2.95 (22)
- Hunt, Mabel Leigh *Ladycake Farm* Lippincott \$2.82 (13)
- Kessler, Leonard *Here Comes the Strike out* Harper \$2.19 (18)
- Lattimore, Eleanor F. *Felicia* Morrow \$2.75 (1)
- Lattimore, E. F. *Jasper* Morrow \$2.00 (1)
- Lattimore, E. F. *Jeremy's Isle* Morrow \$2.50 (1)
- Lattimore, E. F. *Junior* Harcourt \$2.95 (1)
- Miles, Miska *Mississippi Possum* Little \$3.00 (18)
- Palmer, Candida *Snow Storm Before Christmas* Lippincott \$2.75 (18)

EASY

- Bacmeister, Rhoda *The People Downstairs and Other City Stories* Coward-McCann \$3.75 (18)
- Beim, Lorraine *Two Is a Team* Harcourt \$2.75 (10)
- Bontemps, Arna *The Fast Sooner Hound* Houghton \$3.23 (13)
- Brown, Jeanette P. *Ronnie's Wish* Friendship \$1.50 (12)
- Gates, Doris *Little Vic* Viking \$2.50 (9)
- Keats, Ezra *The Snowy Day* Viking \$3.00 (9)
- Lexan, Joan *I Should Have Stayed in Bed!* Harper \$2.50 (18)

- Scott, Ann Herbert *Big Cowboy Western* Lothrop \$2.95 (18)
 Selsam, Millicent *Tony's Birds* Harper \$2.19 (13)
 Shakelford, Jane *My Happy Days* Associated Publishers \$2.65 (13)
 Sharpe, Stella *Tobe* University of North Carolina \$2.75 (13)
 Shotwell, Louisa *Roosevelt Grady* World \$2.88 (9)
 Vogel, Ilse-Margret *Hello Henry* Parents Magazine \$2.95 (18)
 Williamson, Stan *The No-Bark Dog* Follett \$1.00 (9)

STORY COLLECTIONS

- Gruenberg, Sidonie *Favorite Stories Old and New* Doubleday \$4.50 (13)

LIST FOR HIGH SCHOOLS

(All titles are in print and have been taken from acceptable sources. The source number for Title II follows the price.)

300 SOCIAL SCIENCE

- 301.4 Bowan, David *The Struggle Within: Race Relations in the United States* Norton \$3.50 (18)
 301.4 Meltzer, Milton *In Their Own Words* Crowell \$4.95 (17)
 301.45 Brink, William *The Negro Revolution in America* Simon and Schuster \$4.50 (11) Mature
 301.45 Lomax, Louis *The Negro Revolt* Harper \$4.50 (11) Mature
 301.45 Marrow, Alfred *Changing Patterns of Prejudice* Chilton \$6.95 (11) Mature
 323 Schechter, Betty *The Peaceable Revolution* Houghton \$3.75 (8)
 323.4 Douglas, William *Mr. Lincoln and the Negroes* Alheneum \$4.95 (11) Mature
 323.4 Sterne, Emma *I have a Dream: The Civil Rights Movement* Knopf \$3.50 (18)
 325.2 Bontemps, Arna *100 Years of Negro Freedom* Dodd \$2.51 (9)
 325.2 Hughes, Langston *Pictorial History of the Negro in America* Crown \$5.95 (11) Mature
 325.2 Swift, Hildegard *North Star Shining* Morrow \$3.95 (8)
 326 Bontemps, Arna *Story of the Negro* Knopf \$3.95 (12) Mature
 326 Buckmaster, Henrietta *Flight to Freedom: The Story of the Underground Railroad* Crowe \$3.95 (11)
 326 Commager, Henry Steele *The Great Proclamation: A Book for Young Americans* Bobbs 1960 \$2.95 (8)
 326 Durham, Philip *The Negro Cowboys* Dodd \$5.00 (18) Mature
 326 Hughes, Langston *Simple's Uncle Sam* Hill and Wang \$3.95 (17) Mature
 326 Johnston, Johanna *Together in America: The Story of Two Races and One Nation* Dodd \$3.50 (18)
 326 McCarthy, Agnes *Worth Fighting For: A History of the Negro in the United States During the Civil War and Reconstruction* Doubleday \$1.45 (18)
 326 Robinson, James *The Road Without Turning* Farrar \$3.50 (22) Mature
 326 Sterling, Dorothy *Forever Free: The Story of the Emancipation Proclamation* Doubleday \$3.50 (8)
 326 Woodson, Carter J. *Negro Makers of History* Associated Publishers \$4.50 (9)
 373.73 Conant, James *Slums and Suburbs* McGraw-Hill \$2.65 (9) Teachers

600 APPLIED SCIENCE

- 646.7 Archer, Elsie *Let's Face It* Lippincott \$2.95 (1)

800 LITERATURE

- 811 Dunbar, Paul Laurence *The Complete Poems of Paul Laurence Dunbar* Dodd \$4.00 (11)
 811 Hughes, Langston *Selected Poems* Knopf \$5.00 (11)
 811 Hughes, Langston *The Dreamkeeper and Other Poems* Knopf \$2.79 (11)
 811 Johnson, James Weldon *God's Trombones: Seven Negro Sermons in Verse* Viking \$3.25 (11)

- 811.08 Bontemps, Arna *American Negro Poetry* Hill and Wang \$4.95 (11)
 811.08 Bontemps, Arna *Golden Slippers: An Anthology of Negro Poetry for Young Readers* Harper \$3.95 (11)
 811.03 Hughes, Langston *The Poetry of the Negro 1746-1949* Doubleday \$6.50 (11)
 811.03 Johnson, James Weldon *American Negro Poetry* Harcourt \$4.50 (11)
 812 Hansberry, Lorraine *A Raisin in the Sun* Random House \$3.95 (11)

920 COLLECTIVE BIOGRAPHY

- 920 Benet, Laura *Famous American Poets* Dodd \$3.50 (11) (Paul Laurence Dunbar)
 920 Bolton, Sarah *Lives of Poor Boys Who Became Famous* Crowell \$3.95 (11) (George Washington Carver)
 920 Bontemps, Arna *Famous Negro Athletes* Dodd \$3.25 (18)
 920 Bontemps, Arna *We Have Tomorrow* Houghton \$3.25 (11)
 920 Commager, Henry Steele *Crusaders for Freedom* Doubleday \$3.50 (11) (Harriet Tubman)
 920 Douty, Esther *Under the New Roof* Rand McNally \$4.50 (18) (Richard Allen)
 920 Hughes, Langston *Famous American Negroes* Dodd \$3.25 (11)
 920 Hughes, Langston *Famous Negro Heroes of America* Dodd \$3.00 (1)
 920 Hughes, Langston *Famous Negro Music Makers* Dodd \$3.25 (11)
 920 Kenworthy, Leonard *Twelve Citizens of the World* Doubleday \$3.95 (4) (Ralph Bunche)
 920 McMillan, Wheeler *Fifty Useful Americans* Putnam \$3.50 (3) (Booker T. Washington)
 920 McNeer, Mary *Armed With Courage* Abingdon \$2.50 (4)
 820 Meany, Tom *Baseball's Greatest Players* Grosset \$2.60 (11) (Campanella, Robinson)
 920 Meyer, Edith *Champions of Peace: Winners of the Nobel Peace Prize* Little \$3.50 (11) (Ralph Bunche)
 920 Nathan, Dorothy *Women of Courage* Random House \$2.28 (18) (Mary McLeod Bethune)
 920 Richardson, Ben *Great American Negroes* Crowell \$4.50 (3)
 920 Rollins, Charlemae Hill *Famous American Negro Poets* Dodd \$3.25 (18)
 920 Rollins, Charlemae Hill *They Showed the Way: Forty American Negro Leaders* Crowell \$3.00 (8)
 920 Sterling, Dorothy *Lift Every Voice* Doubleday \$2.95 (17)
 920 Stratton, Madeline *Negroes Who Helped Build America* Ginn \$2.80 (18)
 920 Terkel, Studs *Giants of Jazz* Crowell \$3.50 (11)
 920 Verral, Charles *Mighty Men of Baseball* (Dutton \$2.95 (11)

92 INDIVIDUAL BIOGRAPHY

- 92 ANDERSON, MARIAN *My Lord What a Morning* Viking \$5.00 (11) Mature
 92 BETHUNE, MARY McLEOD Pearce, Catherine *Mary McLeod Bethune* Vanguard \$3.95 (22)
 92 BETHUNE, MARY McLEOD Sterne, Emma *Mary McLeod Bethune* Knopf \$3.79 (12)
 92 BROWN, JIMMY Terzian, James T. *The Jimmy Brown Story* Messner \$3.25 (9)
 92 BUNCHE, RALPH J. Kugelmass, J. Alvin *Ralph J. Bunche* Messner \$3.25 (11)
 92 CAMPANELLA, ROY *It's Good to Be Alive* Little, Brown \$4.50 (1)
 92 CAMPANELLA, ROY Schoor, Gene *Roy Campanella: Man of Courage* Putnam \$3.50 (1)
 92 CAMPANELLA, ROY Shapiro, M. J. *The Roy Campanella Story* Messner \$2.95 (1)
 92 CARVER, GEORGE WASHINGTON Bontemps, Arna *The Story of George Washington Carver* Grosset \$2.60 (11)
 92 CARVER, GEORGE WASHINGTON Graham, Shirley Dr. *George Washington Carver: Scientist* Messner \$3.25 (11)
 92 CARVER, GEORGE WASHINGTON Holt, Rackham *George Washington Carver* Doubleday \$4.95 (11)

- 92 CARVER, GEORGE WASHINGTON Means, Florence *Carver's George: A Biography of George Washington Carver* Houghton \$3.00 (12)
- 92 CARVER, GEORGE WASHINGTON White, A. T. *George Washington Carver, The Story of A Great American* Random 1953 \$1.95 (1)
- 92 DOUGLASS, FREDERICK Bontemps, Arna *Frederick Douglass; Slave-Fighter-Freeman* Knopf \$3.00 (1)
- 92 DOUGLASS, FREDERICK Graham, Shirley *There Was Once a Slave* Messner \$3.95 (1)
- 92 DUNBAR, PAUL LAURENCE Gould, Jean *That Dunbar Boy: The Story of America's Famous Negro Poet* Dodd \$3.00 (1)
- 92 FORTUNE, AMOS Yates, Elizabeth *Amos Fortune, Free Man* Dutton \$3.25 (12)
- 92 KING, MARTIN LUTHER Clayton, Ed *Martin Luther King* Prentice \$3.50 (9)
- 92 GIBSON, ALTHEA *I Always Wanted to Be Somebody* Harper \$3.95 (3)
- 92 MAYS, WILLIE *Born To Play Baseball* Putnam \$3.50 (3)
- 92 MAYS, WILLIE Schoor, Gene *Willie Mays: Modest Champion* Putnam \$2.95 (3)
- 92 MAYS, WILLIE Shapiro, Milton J. *The Willie Mays Story* Messner \$2.95 (1)
- 92 ROBINSON, JACKIE *Breakthrough to the Big League* Harper \$2.92 (9)
- 92 ROBINSON, JACKIE Rowan, Carl *Wait Till Next Year; The Life Story of Jackie Robinson* Random \$4.95 (3)
- 92 ROBINSON, JACKIE Schoor, Gene *Jackie Robinson of the Brooklyn Dodgers* Messner \$3.25 (3)
- 92 SMALLS, ROBERT Sterling, Dorothy *Captain of the Planter: The Story of Robert Smalls* Doubleday \$3.50 (12)
- 92 THURMAN, HOWARD Yates, Elizabeth *Howard Thurman: Portrait of a Practical Dreamer* Day \$4.95 (18)
- 92 TUBMAN, HARRIET Sterling, Dorothy *Freedom Train: The Story of Harriet Tubman* Doubleday \$3.25 (11)
- 92 WASHINGTON, BOOKER T. Graham, Shirley *Booker T. Washington* Messner \$3.25 (11)
- 92 WASHINGTON, BOOKER T. Patterson, Lillie G. *Booker T. Washington* Garrard \$1.69 (1)
- 92 WASHINGTON, BOOKER T. *Up From Slavery* Doubleday \$3.00 (1)
- 92 WATERS, ETHEL *His Eye Is On the Sparrow* Doubleday \$4.75 (22) Mature
- 92 WHEATLEY, PHILLIS Graham, Shirley *Story of Phillis Wheatley* Messner \$2.95 (1)

FICTION

- Allen, Merritt *Parmelee Battle Lanterns* Longmans \$3.75 (8)
- Bonham, Frank *Durango Street* Dutton \$3.75 (17) Mature
- Bontemps, Arna *Chariot in the Sky: A Story of the Jubilee Singers* Winston \$2.92 (12)
- Butters, Dorothy *Masquerade* Macrae \$3.25 (12)
- Carlson, Natalie *The Empty Schoolhouse* Harper \$3.50 (17)
- Douglas, Marjory *Freedom River* Scribner \$3.50 (22)
- Hayes, Florence *Skid* Houghton \$3.25 (12)
- Hentoff, Nat *Jazz Country* Harper \$2.95 (18) Mature
- Hughes, Langston *Not Without Laughter* Knopf \$4.50 (22) Mature
- Kyle, Elizabeth *Willie Mae* Knopf \$3.50 (3)
- Lattimore, E. F. *Indigo Hill* Morrow \$2.50 (1)
- Meadowcroft, Enid *By Secret Railway* Crowell \$3.75 (12)
- Means, Florence *Great Day in the Morning* Houghton \$3.50 (4)
- Means, Florence *Reach for a Star* Houghton \$3.00 (12)
- Means, Florence *Shuttered Windows* Houghton \$3.50 (2)
- Newell, H. H. *Cap for Mary Ellis* Harper \$3.50 (22)
- Newell, H. H. *Mary Ellis: Student Nurse* Harper \$3.50 (3)
- Petry, Ann *Tituba of Salem Village* Crowell \$3.75 (9)
- Stirling, Dorothy *Mary Jane* Doubleday \$3.27 (12)
- Swift, Hildegard *Railroad to Freedom: A Story of the Civil War* Harcourt \$3.95 (3)

(South Carolina State Department of Education, Division of Textbooks)

RULES AND REGULATIONS FOR FREE TEXTBOOKS

ARTICLE I—FREE BASAL TEXTBOOKS

Section 1. *Free Basal Textbooks.* The State Board of Education has interpreted "Basal Textbooks" in Grades 1-4, relative to Act #1025 of the 1966 General Assembly, to include the following:

Spelling—Grades 2, 3 and 4 (Hard Back)

English Grammar—Grades 3 and 4

A Basal Reading Skills Program—Including the paper bound pre-primers which shall be considered non-consumable, the primer and first Reader in Grade 1, the first and second level Readers in Grades 2 and 3, and the basal Reader in Grade 4. (Reading Readiness will not be included.)

Writing—Writing books are paper bound. However, they should be considered as manuals and non-consumable. They should not be written in.

Social Studies—In the event the school selects one of the series with a primer and first book in Grade 1, the combined total shall not exceed 100% of the first grade enrollment.

Health

Arithmetic:

Grades 1 and 2 may use an expendable work-textbook if a school so chooses, in which case no hard back books will be issued.

Grades 3 and 4 will use hard back books.

Science

Music—Music texts shall be provided only to those schools which make provision for a planned course of music instruction. Since no student text is available at the first grade level, each classroom teacher should be furnished the teacher's edition.

Section 2. *Requisitions.* Requisition only those books needed in the regular curriculum. Requisitions shall not exceed the anticipated enrollment for the next school year less the usable locally owned books. Provisions will be made after the first year for a normal working surplus.

Section 3. *Teachers' Editions.* Teachers' editions should be ordered directly from the publisher or publisher's representative. A complete list of publishers and representatives appears on pages 59 and 60 of the booklet, A COMPLETE LIST OF ADOPTED TEXTBOOKS.

Section 4. *Property of the state.* Title to all books issued to the schools and depositories under the Free Textbook Act shall be vested in the state.

ARTICLE II—DISTRIBUTION

Section 1. *Source.* All books procured under the Free Textbook Program shall be ordered from the State Department of Education's Division of Textbooks and orders shall be on current forms furnished by the department.

Section 2. *Distribution to Schools.* The County and/or District Boards of Education shall be legally responsible for the proper custody of all textbooks in its depositories and shall elect from the procedures listed below the system of distribution to be used.

(a) County Depositories: A county depository may be established through which all books in the county may be distributed.

(b) District Depositories: The Board of Trustees may establish a district depository through which all books in the district may be distributed.

(c) School Depositories: The Board of Trustees may authorize schools within the district to act as depositories.

The responsible board may designate an agent to operate the depository, maintain adequate records and make necessary reports.

ARTICLE III—CARE OF BOOKS

Section 1. *Responsible Parties.* The County Board of Education and/or District Board of Education shall be responsible for the proper care of books issued to their depositories or schools.

Section 2. *Inspection.* Books shall be subject at any time to inspection by authorized agents of the County and/or District Boards of Education or the Division of Textbooks, State Department of Education. It shall be the duty of each teacher to inspect frequently the books issued to pupils and to encourage the proper care and handling of books.

Section 3. *Book Covers.* All books shall be covered with book covers. Covers may be acquired without charge from the Division of Textbooks, State Department of Education.

Section 4. *Stamping or Labeling Books.* Before books are issued to pupils they shall be stamped "Property of South Carolina, Year ----, No. ----" on the inside of the front cover. It is important that *new* books not be stamped or labeled until issued to pupils. Gummed labels may be used in lieu of stamping books. Rubber stamps or gummed labels are available from the Division of Textbooks.

Section 5. *Marking.* Pupils shall not mark or mutilate books or in any way force the bindings. See Section 8 of this article (III) for penalties for any loss, abuse, or damage beyond reasonable wear.

Section 6. *Storage.* Each school unit shall provide secure places for the storage of books for such time as they are not in use. Places of storage should be clean, dry, well arranged, and free of insects. Care must be taken to see that books do not mold while in storage. Books should not be stored on floors and should be at least one inch from walls or partitions to allow proper ventilation and protection from termites.

Section 7. *Lost Books.* Parents or guardians are required to pay for books lost and the pupil(s), parent(s) and/or guardian(s) shall be denied further benefits of the Free Textbook Law until they comply fully with this requirement. The following schedule shall be followed in determining amounts to be charged for lost books.

- (a) New books—100% of contract price
- (b) Books used one year—75% of contract price
- (c) Books used two years—50% of contract price
- (d) Books used three or more years—25% of contract price

(In the event the number of years a book has been used cannot be determined, the teacher or school official should assess an amount equal to the actual value of the book.)

Section 8. *Damaged Books.* Parents and/or guardians are required to pay for books damaged or in any way abused beyond reasonable wear. The amount to be charged in such cases shall be determined by the agent in charge of books and shall in no case exceed the amount of charge applicable had the books been lost, provided that the pupil may have the option of paying the damage fee or purchasing the book according to the schedule in Section 7 above.

Section 9. *Deposits on Books.* No board or agent thereof shall require a pupil to make a deposit to secure the return of books.

ARTICLE IV—BOOK LOSSES ABSORBED BY THE STATE

Section 1. *Fire Loss.* Books destroyed by fire in school buildings or private homes shall not be charged to the individual or school provided the proper official of the school furnishes a certified list of books destroyed.

Section 2. *Books Handled by Children with Contagious Diseases.* Books handled by children suffering from contagious diseases such as scarlet fever, diphtheria, etc. shall be burned by the local agent provided such destruction has been recommended by the physician attending the child. The local agent shall provide the Division of Textbooks with a certified list of the books destroyed.

ARTICLE V—RECORDS

Section 1. *General.* All parties responsible for books shall keep an accurate record of the number of books received and returned. This record shall show at all times the number of books for which the school or depository is responsible. Each school or depository shall also keep an accurate record of sales, lost books, and damage fees collected from pupils and the amount of such funds remitted to the Division of Textbooks.

Section 2. *Invoicing of Textbooks.* Each shipment of books to schools and depositories shall be accompanied by an invoice executed in triplicate. The original copy shall be sent to the Division of Textbooks, the second copy retained by the Central Depository, and the third copy sent to the unit requisitioning books. The unit agent shall verify the books received against the invoice. If errors are found between the number of books received and the number of books invoiced, an immediate report of discrepancies shall be made to the Division of Textbooks. The invoice shall be considered correct, unless the Division of Textbooks is notified of discrepancies within three weeks from date invoice is received.

Section 3. *Distribution Within the School.* Books may be distributed directly to the pupils from a central bookroom, or delivered from the bookroom to each teacher to be issued to the pupils. The Division of Textbooks shall provide forms for recording books issued by agents and teachers.

Section 4. *Used Books.* All used books of each title shall be utilized before any new books of the same title are issued.

Section 5. *Books Returned by Pupils.* Books shall be turned in by the pupils as follows:

- 1—When the course or book is completed or dropped.
- 2—When the pupil withdraws from school.
- 3—At the end of the school year.

Section 6. *Transfer Pupils.* A pupil transferring from one school to another shall return his books to the agent of the school he is leaving. The agent shall indicate on the pupil's transfer records that the books have been returned. This data shall be sufficient evidence for the new school to issue books to the pupil. Such evidence is necessary for the new school to issue books.

Section 7. *Inventory.* Schools shall furnish such inventories and reports as may be required by the Division of Textbooks.

ARTICLE VI—INTERPRETATION

Section 1. *Interpretation.* The State Board of Education upon recommendation of the Division of Textbooks shall interpret these regulations both as to the meanings of words and substance of thought, and shall make changes or additions as conditions may warrant.

(Material Submitted by Mack Avants, Assistant Superintendent,
State Department of Education, Baton Rouge, La.)

MEMORANDUM ON TEXTBOOK ADOPTION

GENERAL DIRECTIONS TO COMMITTEES

1. Louisiana's children and youth are entitled to the best materials of instruction available. The books selected must support American ideals and must contribute to accomplishing the purposes of public education in Louisiana.

2. Textbook adoption committees are charged with the responsibility of representing the schools of Louisiana in the selection of textbooks which are to be used in the schools of the State. It must be kept in mind that the ultimate objective is to select the best textbooks available so that those who use them will receive the maximum benefit. The textbooks selected should be related to the needs of children and youth in the schools of the State.

3. All textbook committee members are obligated to refrain from discussing details of the work in which they are engaged with anyone not officially connected with the textbook adoption. There are many reasons why this obligation must be strictly observed. *It applies not only during the period in which the books are examined, but thereafter until such time as the State Board of Education receives and acts upon the recommendations of the textbook committees.*

4. A schedule is set up for hearing the representatives of the publishers. Committees are urged to follow this schedule with as little change as possible. Modifications of the schedule may be made provided all interested parties agree.

5. The chairman of each subject-area committee should advise each publisher's representative to present only the merits of his books. Representatives of publishers will not be permitted to make criticisms of other publishers or their publications.

6. The representative of each publisher is entitled to a fair, impartial, and courteous hearing. After he has had his hearing, all members of the committee should be given an opportunity to question him regarding his offering.

7. After all hearings are completed, the members of the committees will begin the task of examining all textbooks offered. This examination will begin immediately following the hearings, and will be continued in the rooms to which the committees have been assigned. All committees are urged to complete this task within a reasonable time.

8. It is suggested that committees may expedite their work in most cases by eliminating the less desirable books. This will enable them to spend the major

part of their time in making a detailed study of the remaining titles which are worthy of serious consideration.

9. In making their selections, committees should be influenced by the educational merit, the quality of print and paper, and the binding of books considered.

10. After the textbooks have been studied and discussed by committee members, each member will rate at least five textbooks or series of textbooks (unless otherwise advised). This rating should be done independently, and it should be based completely on the opinion of the person doing the rating. It is not desirable for members of the committee to divulge their ratings of particular books to other committee members who are in the process of arriving at their ratings. Such practice might result in influencing the opinions of other members of the committee. If committee members wish to amplify ratings or to make written statements or recommendations concerning the adoption in their fields, they may do so. Such statements as they might desire to make should accompany other data submitted.

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.

12. After individual ratings have been made by committee members, the chairman of each group will consolidate these ratings on Form 4, "Summary of Percentage Ratings of Textbooks." *Members of the committee should sign the summary sheet.*

13. When the work of the committee is completed, each committee member will submit a detailed statement of his expenses. This statement must be filed with Mr. A. E. Swanson, 19th Floor of the State Capitol Building.

14. Dr. William F. Beyer, Jr., Assistant Superintendent, Curriculum and Instruction, will serve as general chairman, and chairmen of all committees should submit their recommendations to him immediately upon completion of their work.

15. All members of the staff of the State Department of Education will be available for any help the committees may need. The chairman will be available for consultation on matters of general policy, prices, or other administrative matters relating to the adoption.

SPECIFIC DIRECTIONS FOR THE EVALUATION OF TEXTBOOKS

For the guidance of the committee in the consideration of textbooks for adoption the following suggestions are made:

I. Criteria

In most instances it is believed that the following criteria should be set up for the evaluation of textbooks under consideration. Should committees find it desirable to set up special criteria to cover points peculiar to the needs in a particular field, they should feel free to do so. Any such additional criteria should, however, be taken up under the main divisions of the general criteria listed below.

Authorship

1. What training and experience has the author had that qualified him to write this particular book?
2. Does the author's point of view best serve the present needs?
3. Is the point of view free from dogmatism, bias, and is it free from material, statements, or illustrations offensive to our way of life?
4. Does it conform to the trends of theory, practice, and philosophy of public school education in this State?
5. Is the content accurate?

Curriculum Needs

1. What purposes or objectives are recognized in this book?
2. Is the relationship between avowed objectives and the choice and arrangement of subject matter consistently and definitely established and maintained?
3. Is the material organized in keeping with present concepts of learning?

Adaptation to Pupils' Use

1. Is the material so written that it meets the maturity levels and interests of the pupils for whom it was prepared?
2. Is the material well adapted to provide for individual differences among children and classes? Is the content understandable? Appealing? Is the vo-

cabulary load controlled, adaptable to its grade level, etc? Are there study helps?

3. Does the arrangement of the various units promote: (a) an understanding of fundamental principles with adequate emphasis upon the development of manipulative skills; (b) consistent and coordinated thought development, study habits, and growth in power to solve problems?

Adaptation to Teacher's Use

1. Is the material arranged in convenient units for teaching? Does it have good questions; i.e., challenging, timely, reasonable, intellectually stimulating?
2. Is the subject matter presented in a sequence that is psychologically sound?
3. Are there good summaries, a good index, table of contents, glossary, etc.?
- Are there challenging chapter headlines, topic headings?
4. Are there suggested readings and interesting student activities?
5. Can the material be efficiently adapted to individual and community interests and needs?

Format

1. Is the general appearance of the book artistic and appealing to pupils?
2. Is the book a convenient size?
3. Is the durability of the book insured by high quality of materials and workmanship?
4. Are the illustrative materials in the book attractive, artistic, authentic, and in sensible proportion with the other content of the book?
5. Are the hygienic standards, finish of paper, size of print, and page arrangement consistently high?

Miscellaneous

1. Is the price reasonable?
2. Is the book recent? (Revision or new product)
3. Has the book been adopted before?
4. Is the publisher reliable?

II. Rating procedure

1. Each member of the rating committee will rate each book examined. This rating will be done individually and without consultation with other members of the committee as to their individual ratings. *It is essential that this procedure be strictly followed.* A sample evaluation sheet is attached hereto (Form 3).

2. The numerical values indicated opposite each category denote the highest possible number of points to be awarded on that particular phase of the publication. These categories are:

	<i>Highest value</i>
Authorship	10
Curriculum needs	20
Adaptation to children's use.....	30
Adaptation to teacher's use.....	30
Format	5
Miscellaneous	5

3. The individual rating sheets will be turned over to the chairmen of the examining committees, who will enter these individual ratings on Form 4, "Summary of Percentage Ratings of Textbooks." The book or series receiving the highest rating will be entered on the first line; the book or series receiving the next highest rating will be entered on the next line, etc.

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
EVALUATION FORM

FORM 3

DE 2800

(To be filled in by each member of examining committee for each book presented for examination)

AUTHOR	FIELD	PRICE
TITLE	PUBLISHER	DATE OF PUBLICATION

DIRECTIONS: Give the number of points that you think the book or series deserves on each of the general categories below, using the numbers opposite each division to indicate the highest value. Degrees of merit below this top appraisal figure will be indicated. A midpoint will represent "good"; zero rating will indicate "poor."

EXAMPLE: If a book is considered to have "excellent" authorship, the rating on that point would be 10; if the adaptation to children's use is "good," the rating on that point would be 15; if the format is "poor," the rating on that item would be zero.

GENERAL CATEGORIES	HIGHEST POSSIBLE VALUE	RATING OF THIS BOOK
Authorship	10	
Curriculum Needs	20	
Adaptation To Children's Use	30	
Adaptation To Teacher's Use	30	
Format	5	
Miscellaneous	5	
TOTAL		
SIGNED: MEMBER OF EXAMINING COMMITTEE		DATE

Material Submitted by E. B. Eller, Assistant Commissioner, Division of Instruction, State Department of Education, Nashville, Tenn.)

[Public Chapter No. 180, House Bill No. 1080]

PUBLIC SCHOOL LAWS OF TENNESSEE

(By Fleming Hodges, Cato Ellis, Tom Larkin)

AN ACT To provide for the adoption of textbooks for the public schools of Tennessee, grades one through twelve, to create a State Textbook Commission for the administration of this ACT, and to provide regulations governing the duties of said Commission and its powers for the making of contracts and to fix the compensation of its members, and to repeal Chapter 96 of the Public Acts of 1947, the same being Section 2453.25 of Williams' Tennessee Code annotated, and all laws and parts of laws in conflict with this Act

SECTION 1. *Be it enacted by the General Assembly of the State of Tennessee,* That Chapter 96 of the Public Acts of 1947, the same being Section 2453.25 of Williams' Tennessee Code annotated, is hereby repealed. The State Textbook Commission hereinafter created shall succeed to all the duties and powers of the State Board of Education under said Act above repealed.

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 and 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 3. *Be it further enacted,* That before beginning the discharge of their duties it shall be the duty of each member of the said Textbook Commission to take and subscribe to the following oath, "I do hereby declare that I am not now directly or indirectly financially interested in, or employed by, any textbook publisher or agency, and that I will not become directly or indirectly financially interested in any of the proposed contracts, nor in any book, nor in any publishing concern handling or offering any books or other publications to the Commission, of which I am a member, for listing and adoption, and I do hereby promise that I will act honestly, faithfully and conscientiously, and in all respects will discharge my duty as a member of this Commission to the best of my skill and ability". No member of said Textbook Commission shall receive any gift, reward, present or emolument from any author, publisher or distributor of such book or books except copies of books offered for listings and adoption; nor shall any member or employee of said Commission accept any employment as agent,

attorney, sub-agent, employee, or representative of any author, publisher or distributor of such book or books during his term of service on said Commission, nor within twelve months after the expiration of his term of office; nor shall any such author, publisher, or his agent, attorney, employee or representative give any present, reward, gift or emolument to any member of the Commission during his term of service whereby such member is to become the agent, employee, attorney or representative of such author or publisher.

SECTION 4. *Be it further enacted*, That each member of the State Textbook Commission shall be paid a per diem of Ten (\$10.00) Dollars for services for a period not exceeding thirty (30) days in any one year, and, in addition, the reimbursement of necessary traveling expenses including necessary hotel bills and meals and transportation not exceeding six (6) cents a mile, while on official duty as a member of the State Textbook Commission.

SECTION 5. *Be it further enacted*, That the State Textbook Commission shall have two (2) regular meetings each school year to be held on the second Monday in July and October, respectively. The said Commission may have as many special meetings as it deems necessary, provided that in no case shall any member or members of this Commission receive traveling expenses for more than two (2) meetings in one school year. Notice of the call for said special meetings shall be made by the Secretary of the Commission ten (10) days in advance of the date set for said special meeting. All meetings shall be held in the office of the State Commissioner of Education, or at such place in Nashville as may be designated by the Commission.

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 (4) 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 regular 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 adoption at any regular meeting, or at a date designated at a regular 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 (30) 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 (3) years nor more than five (5) years.

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 (3) years, and not more than five (5) 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 five thousand (5,000) are hereby required to make their adoption as a 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 (3) or five (5) teachers, or supervisors and teachers, the number depending upon the relative size of the local school systems. 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 (3) 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 8. *Be it further enacted*, That the State Textbook Commission, at its regular meeting on the second Monday in July of each year, shall give notice to school book publishers that, on the second Monday of October of the same year, bids will be received on all books to be listed, contracts of which expire, or are to be terminated, June 30th of the succeeding year. The Commission shall formulate rules and regulations governing bids and any additional information that will be required to be submitted with the bids. The said Commission shall meet on the day designated and open and read publicly all bids received and shall then proceed to select books for the approved lists on which bids have been requested.

SECTION 9. *Be it further enacted*, That all bids shall be made on uniform blanks which are supplied by the State Textbook Commission and shall be filed with the Secretary of the State Textbook Commission on or before 10 o'clock A.M. on the day designated for the call of bids. Each bid shall be accompanied by a certified check of not less than Five Hundred (\$500.00) Dollars, nor more than Two Thousand (\$2,000.00) Dollars, the amount of such check to be determined at the rate of Five Hundred (\$500.00) Dollars for each book bid, but in no event to exceed Two Thousand (\$2,000.00) Dollars for any one bidder. Such checks shall be payable to the State Treasurer and shall be forfeited to the State, if the bidder, whose bid or part thereof is accepted, shall fail, within thirty (30) days after the award, to execute such contract and bond, as provided in this Act. The checks of unsuccessful bidders shall be returned immediately after the listing. The checks of successful bidders shall be returned upon proper execution of contract and bond. An acceptable performance bond may be filed with the Commission in lieu of a certified check.

SECTION 10. *Be it further enacted*, That official samples of all books bid shall be filed with the Secretary of the State Textbook Commission on or before the date for opening bids. Such samples shall be accompanied by a list stating the edition, title and author of each book offered. No books shall be listed for adoption unless official samples have been filed as herein provided. Samples of all books listed for adoption shall be retained by the State Commissioner of Education for the period of the adoption.

SECTION 11. *Be it further enacted*, That the State Textbook Commission shall establish the retail price at which adopted books shall be sold at retail; but the spread between the contract price and the retail price shall not exceed fifteen (15%) per cent of the contract price. Any retailer who shall receive more than the retail price designated by the Commission for any such textbook shall be guilty of a misdemeanor and upon conviction shall be fined not less than Twenty-five (\$25.00) Dollars nor more than One Hundred (\$100.00) Dollars.

SECTION 12. *Be it further enacted*, That contracts for the books listed shall be executed in duplicate by the State Commissioner of Education as Secretary of the State Textbook Commission, on forms prepared and approved by the State Attorney-General. One copy of the contract shall be retained by the publisher and one copy shall be kept on file in the office of the Secretary of the State Textbook Commission. Each contract shall state that the prices contained therein do not exceed prices offered currently elsewhere. The State Textbook Commission may require the publisher to print or affix in each book the retail price of said book as fixed by the State Textbook Commission. The contractor shall file with his contract a good and sufficient bond with a Surety Company authorized to do business in the State of Tennessee in the sum to be determined by the State Textbook Commission, but not to exceed Ten Thousand (\$10,000.00) Dollars, and conditioned upon the faithful performance of all conditions of such contract and the provisions of this Act.

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 dealers' 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 at 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.

SECTION 14. *Be it further enacted*, That it shall be a part of the terms and conditions of every contract made under the provisions of this Act that the State of Tennessee shall not be liable to any contractor or his agent in any manner or for any sum whatever. All such contractors and agents shall receive their pay and compensation solely and exclusively from the proceeds of the sale of books under their contract; and provided further, that in the adoption of textbooks by county, city and special school district boards of education as provided in this Act, the committees appointed by these respective boards of education shall first determine, from the published list of textbooks provided for in the first paragraph of Section 6 of this Act, what book or books shall be changed and request samples of the various publishers for books only that are to be changed, said samples to remain the property of the respective publishers, who shall have the right to claim said books within thirty (30) days after any adoption. All such books not claimed within thirty (30) days by the publishers shall become the property of the respective boards of education and shall be used for library purposes only.

SECTION 15. *Be it further enacted*, That no teacher or principal in any of the public schools of this State shall use or permit to be used in his or her school any textbooks upon any subject to the exclusion of the textbooks listed by the State Textbook Commission, provided that this shall not apply to textbooks previously listed and purchased with public funds. Any teacher or principal violating the provisions of this section shall be punished by a fine of not less than Ten (\$10.00) Dollars nor more than Fifty (\$50.00) Dollars.

SECTION 16. *Be it further enacted*, That in the event that any bidder shall fail to execute contract and bond as required under this Act, or in the event any contractor shall fail to carry out the provisions of his contract, or in the event that all bids are unsatisfactory, or in the event of the invalidation of any adoption, the State Textbook Commission is specifically authorized to proceed at once to make such rules and regulations concerning the filing of bids and samples as are necessary for an immediate listing for adoption in such subjects for which no adoption exists. The State Textbook Commission shall then proceed to make selection and to list books for adoption, and to contract for textbooks in the subjects on which no adoption exists.

SECTION 17. *Be it further enacted*, That should any section or sections of this Act be declared unconstitutional by a court of competent jurisdiction, the validity of the remaining sections shall not be impaired by such decision.

SECTION 18. *Be it further enacted*, That nothing in this Act shall be construed as cancelling or in any manner modifying any existing contract with a publisher, or changing the period covered by such contract.

SECTION 19. *Be it further enacted*, That all laws and parts of laws in conflict with this Act are hereby repealed, and this Act shall take effect from and after its passage, the public welfare requiring it.

Passed: March 14, 1951.

Approved: March 15, 1951.

GORDON BROWNING,
Governor.

MCALLEN FOUTCH,
Speaker of the House of Representatives.
WALTER M. HAYNES,
Speaker of the Senate.

SUPPLEMENT TO CONTRACT—POLICIES OF TENNESSEE STATE TEXTBOOK COMMISSION

(On July 13, 1959, the State Textbook Commission passed a motion making its Policies a part of the contract with each publisher bidding textbooks.)

1. There shall be a staggered adoption of textbooks in Tennessee with a period of 5 years required to complete adoptions in all subject areas.

2. The Official Minimum Manufacturing Standards and Specifications for Textbooks adopted by the Book Manufacturer's Institute, Inc., of New York City, shall be Tennessee's official minimum standards and specifications for textbooks.

3. After the Commission's meeting on the second Monday in July, each textbook publishing company will be notified that bids will be opened at 10:00 a.m. (CST) on the occasion of the Commission's regular meeting on the second Monday in October. The Secretary of the Commission will then send bid forms to each textbook publishing company requesting same.

4. Publishing companies may at any time send sample textbooks to the Commission members as *individuals only*, but these companies are not to send samples to them as members of the Textbook Commission before the month of July.

5. Each member of the Commission shall receive only one set of samples.

6. Each publishing company shall submit with each sample textbook a brief not to exceed one typewritten page.

7. Between the July and October meetings of the Commission, publishing company representatives are to make social calls only on members of the Commission.

8. Each member of the Commission shall work as an individual and shall secure the assistance of certain persons in reviewing the textbooks.

9. In order that each representative of a publishing company may have an opportunity to present his books to the Commission when official hearings are held on the second Monday in October, the Commission has adopted the following timetable graduated in terms of the number of books bid by each company:

Number of books bid :	Number of minutes allowed
1 to 5.....	15
6 to 15.....	20
16 to 25.....	25
26 to 35.....	30
36 to 45.....	35
46 to 55.....	40
56 to 75.....	45
76 and more.....	50

10. The Commission shall make all textbook listings in grades 1 through 12 without any breakdown in terms of elementary, junior high, or senior high.

11. The Commission may list paper-bound books in non-consumable form in the following areas:

- Agriculture
- Art
- Industrial Arts
- Music
- Pre-Primers
- Writing
- Reading Readiness
- Elementary Foreign Languages
- Supplementary Literature

12. At any regular meeting on the second Monday in July, the Commission will consider (1) the substitution of the revised edition of a textbook for the edition previously listed and (2) the substitution of a textbook which bears the same copyright date but contains content revisions made since the previous official listing of the book, provided that each book (a) meets the Official Minimum Manufacturing Standards and Specifications for Textbooks, (2) will be sold at the same price as the book originally listed, and (c) can be used *with* the book originally listed. When these books are offered for substitution, the same sampling and bidding procedures shall be followed as in the case of the original texts which they are to replace, except that no additional bond or contract will be required. Samples of each book shall be submitted by the publishing company

representatives to each member of the Commission, together with a brief setting forth in detail the differences between the book originally listed and the newer book. Every textbook to be submitted according to policy No. 12 shall be presented to the members of the Commission at least 30 days prior to the regular meeting in July.

13. If a publishing company bids a textbook in a given area and if the Commission lists it in that area, the publishing company shall not subsequently offer it for listing in another area during the period the book is under contract.

14. Seventh- and eighth-grade books listed as literature by publishing companies may be used as readers in the seventh and eighth grades if local adoption committees feel that the literature books fit into their reading programs.

15. An appendix or list of materials accompanying textbooks such as word-books, teachers' guides, etc., shall not be listed by the Commission.

16. All announcements to the press of what takes place in the Commission's meetings shall be made by the Chairman or the Secretary of the Commission.

17. The Commission shall submit its listing of textbooks by the third Friday in December, if possible.

18. The State Department of Education shall not make available to textbook publishers the list of local county and city adoption committees.

19. Local units may make a multiple adoption of textbooks. They shall adopt only one basal textbook in each subject offered (except agriculture, home economics, industrial arts in which an open adoption may be made), and they shall adopt whatever supplementary texts may be needed to enrich instruction in a given course.

20. The placing of books in the basal or the supplementary category is a local problem and requires no action by the Commission.

21. In the event that a local board of education fails to make necessary adoptions in any subject-matter field during an adoption period, the local board may reactivate its adoption committees and select the lacking textbook or textbooks from the State Textbook Commission's official list. When this supplementary adoption has received the approval of the local board of education, this action shall be promptly transmitted by the local superintendent to the Secretary of the Commission, together with the following information about the book:

Name of Author

Name of Book

Name of Publishing Company

Copyright Date of Book

22. If the Commission lists no textbook in a subject area offered in Tennessee schools and if a local unit offers that subject in one or more of its schools the local unit may go outside the official list of textbooks and try to find a suitable book. If such a book is thus found, it may be recommended by the local board of education, and the local superintendent shall transmit the board's recommendation to the Secretary of the Commission and secure his approval before the book can be purchased out of free textbook funds.

23. During the period extending from the official meeting of the Commission on the second Monday in October to the beginning of local hearings about the first of February, only bona fide Tennessee representatives of publishing companies shall be permitted to operate in the State. Consultants shall visit local school systems only upon request of the superintendents during this period.

24. An adoption period shall be defined as that period during which the counties, cities, and special school districts of the State hold textbook hearings incident to their making their own local adoptions. This period shall extend from approximately the first of February until such time as the local hearings have been completed, usually a total period of 10 to 12 weeks' duration.

25. A bona fide publishing company representative shall be defined as "A person who has charge of a regular territory."

26. A consultant shall be defined as "A publishing company employee whose assigned responsibility is that of furnishing, upon the request of superintendents, professional services for teachers and *not* that of promoting the sale of his or her company's textbooks."

27. A maximum of 4 bona fide representatives and/or regularly employed full-time consultants of a publishing company shall be allowed to work in the State at the same time during an adoption period.

28. Each publishing company representative and/or consultant shall be registered by his company with the Secretary of the State Textbook Commission on or before January 1.

29. After the official list has been distributed to the superintendents of the State, each publishing company shall send from one to three complete sets of official samples through the superintendent to his local adoption committees, with the stipulation that, if additional copies of samples are needed, they should be requested through the Secretary of the Textbook Commission.

30. After the final hearings in the local units (counties and cities) of the State, publishing company representatives, including consultants, will be permitted to contact administrative staff members and members of local adopting committees only upon the request of the local superintendents.

31. No publishing company representative or consultant shall present to any local hearing committee any textbooks not listed by the Commission. Violation of this policy will subject the offending publishing company to cancellation of its contract by the Commission.

32. Sample textbooks shall be submitted, at the time bids are opened by the Commission, in the form in which they will be distributed to the public schools. No galley proofs or page proofs of textbooks will be considered by the Commission.

33. Teachers' editions of textbooks will be listed by the Commission, provided that these editions are bid at prices not in excess of the prices at which the accompanying textbooks are bid. When teachers' editions are bid, the same procedure shall be followed as in the case of the texts which they accompany.

34. The following scale shall designate the amount of bond required of each publishing company:

Number of books officially listed:	Amount bond
1 to 10.....	\$2,000
11 to 15.....	3,000
16 to 20.....	4,000
21 and over.....	5,000

35. A minimum of 4 members of the State Textbook Commission shall be interpreted as constituting a quorum for doing business.

TENNESSEE
OFFICIAL LIST OF TEXTBOOKS
WITH WHOLESALE PRICES, RETAIL PRICES
AND COPYRIGHT DATES

FIXED BY
State Textbook Commission



1966

TENNESSEE
OFFICIAL LIST OF TEXTBOOKS
WITH WHOLESALE PRICES, RETAIL PRICES AND
COPYRIGHT DATES

FIXED BY
STATE TEXTBOOK COMMISSION

1966

STATE TEXTBOOK COMMISSION

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Mr. Herman Osteen, Principal, Collierville High School, Collierville 38017

**Miss Mildred Doyle, Superintendent, Knox County School,
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**Mrs. Donna Netherland, Elementary Teacher,
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J. H. WARF, Commissioner
Secretary of State Textbook Commission

TENNESSEE BOOKMEN'S CLUB 1965-1966

The objective of the TENNESSEE BOOKMEN'S CLUB is to foster high professional standards among the men engaged in the publication and distribution of textbooks, to create a better understanding of bookmen's problems, to facilitate the exchange of educational information, and to work in general for the betterment of education as a whole.

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PUBLISHERS OF TEXTBOOKS CURRENTLY IN USE

1. Addison-Wesley Publishing Company, 3220 Porter Drive, Palo Alto, Calif.
2. Allyn and Bacon, Inc., 695 Miami Circle, N.E., Atlanta 5, Georgia
3. American Association for Health, Physical Education and Recreation, 1201 16th St. N.W., Washington, D. C. 20036
4. American Book Company, 300 Pike Street, Cincinnati 2, Ohio
5. American Southern Pub. Co., Northport, Alabama
6. American Technical Society, 848 East 58th St., Chicago 37, Illinois
7. Banks Upshaw Division (National Textbook Corporation), 4761 Touhy Avenue, Lincolnwood 46, Illinois
8. Benefic Press, 1900 Narragansett, Chicago 39, Illinois
9. Benson, W. S., Co., Educational Publishers, Austin, Texas
10. Bennett, Chas. A., Co., 237 N.E. Monroe St., Peoria, Illinois
11. Bobbs-Merrill Co., 4300 W. 62nd St., P.O. Box 558, Indianapolis, Indiana 46206
12. Bruce Publishing Co., The, 400 North Broadway, Milwaukee 1, Wisconsin
13. Chilton Company, 525 Locust Street, Philadelphia, Pennsylvania
14. Follett Publishing Co., 1010 West Washington Boulevard, Chicago 7, Illinois
15. Freeman, W. H. & Co., 660 Market St., San Francisco, Calif. 94104
16. Gregg Publishing Division, 4655 Chase Avenue, Lincolnwood, Chicago 46, Illinois
17. Ginn and Co., 717 Miami Circle, Atlanta, Georgia
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19. Harlow Publishing Corp., 212 East Gray, Norman, Oklahoma
20. Harper and Row Publishers, Inc., 680 Forrest Road, N.E., Atlanta 12, Georgia
21. Harr Wagner Publishing Co., 609 Mission St., San Francisco 5, California
22. Heath, D. C., Co., 670 Miami Circle, N.E., Atlanta, Georgia
23. Holt, Rinehart, and Winston, Inc., 383 Madison Ave., New York 17, New York
24. Houghton Mifflin Co., 3108 Piedmont Rd., N.E., Atlanta 5, Georgia
25. Interstate Printers and Publishers, 19-27 No. Jackson, Danville, Illinois
26. Laidlaw Brothers, Thatcher and Madison, River Forest, Illinois
27. Latin American Institute Press, 200 Park Ave. S., New York 3, New York
28. Lippincott, J. B., Co., 333 West Lake St., Chicago 6, Illinois
29. Lyons and Carnahan, 680 Forrest Road, N.E., Atlanta 12, Georgia
30. McCormick-Mathers Publishing Co., Wichita, Kansas
31. McGraw-Hill Book Co., 680 Forrest Road, N.E., Atlanta 12, Georgia
32. McKnight and McKnight Publishing Co., Market and Center Streets, Bloomington, Illinois
33. Macmillan Co., The, 60 Fifth Avenue, New York 11, New York
34. Merrill, Chas. E., Co., 1300 Alum Creek Dr., Columbus 15, Ohio
35. Noble and Noble Publishers Inc., 67 Irving Place, New York 3, New York
36. Palmer Co., The A. N., 902 Wabash Avenue, Chicago 5, Illinois
37. Prentice-Hall, Inc., Englewood Cliffs, New Jersey
38. Rand McNally & Co., P. O. Box 7600, Chicago 80, Illinois
39. Rothrock, Mary U., 3740 Kingston Pike, Knoxville, Tennessee
40. Scott, Foresman and Co., 3145 Piedmont Rd., N.E., Atlanta, 5, Georgia
41. Scribner's Sons, Chas., 597 Fifth Avenue, New York 17, New York
42. Shawnee Press, Inc., Delaware Water Gap, Pennsylvania
43. Silver Burdett Co., Morristown, New Jersey

44. Singer, L. W., Co., Inc., 249-259 West Erie Boulevard, Syracuse 2, New York
45. Smith, Turner E., Co., 680 Forrest Rd., N.E., Atlanta 12, Georgia
46. South-Western Publishing Co., 5101 Madison Road, Cincinnati 27, Ohio
47. Steck-Vaughn Co., Box 2028, Austin, Texas 78767
48. Summy-Birchard Company, 1834 Ridge Avenue, Evanston, Illinois
49. Van Nostrand, D., Co., Inc., 120 Alexander St., Princeton, New Jersey
50. Webster Publishing Co., (Division of McGraw-Hill Book Company), 680 Forrest Road, N.E., Atlanta 12, Georgia
51. Wiley and Sons, John, Inc., 605 Third Ave., New York, New York 10016
52. Witmark & Sons, M. (Music Publishers Holding Corporation), 488 Madison Avenue, New York 22, New York
53. Zaner-Bloser Company, Columbus, Ohio

NOTE

The textbooks published by the above-named companies are distributed to Tennessee public school systems by

TENNESSEE BOOK COMPANY

347 Reedwood Drive

Nashville, Tennessee 37202

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SECTION I

Contracts Begin July 1, 1962

5-Year Listing. Contracts Expire June 30, 1967

MATHEMATICS

1. Arithmetic 3-9

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Addison-Wesley Publishing Company, Inc.				
1	Grade 7-9—Introduction to Mathematics— Brumfiel et al—1st Ed.	\$3.00	\$3.45	1961
Allyn and Bacon, Inc.				
2	*Grade 3—Arithmetic in My World—Stokes et al—Reg. Ed.	2.16	2.48	1958
3	*Grade 4—Arithmetic in My World—Stokes et al—Reg. Ed.	2.16	2.48	1958
4	*Grade 5—Arithmetic in My World—Stokes et al—Reg. Ed.	2.19	2.52	1958
5	*Grade 6—Arithmetic in My World—Stokes et al—Reg. Ed.	2.19	2.52	1958
6	*Grade 7—Arithmetic in My World—Stokes et al—Reg. Ed.	2.40	2.76	1958
7	*Grade 8—Arithmetic in My World—Stokes et al—Reg. Ed.	2.40	2.76	1958
8	Grade 9—Refresher Arithmetic—Stein—Reg. Ed.	3.15	3.62	1961
	*Teachers' Edition available at the same price as the text.			
American Book Company				
9	*Grade 3—American Arithmetic—Upton and Fuller—Reg. Ed.	2.25	2.58	1960
10	*Grade 4—American Arithmetic—Upton and Fuller—Reg. Ed.	2.25	2.58	1960
11	*Grade 5—American Arithmetic—Upton and Fuller—Reg. Ed.	2.25	2.58	1960
12	*Grade 6—American Arithmetic—Upton and Fuller—Reg. Ed.	2.25	2.58	1960
13	*Grade 7—American Arithmetic—Upton and Fuller—Reg. Ed.	2.25	2.58	1960
14	*Grade 8—American Arithmetic—Upton and Fuller—Reg. Ed.	2.25	2.58	1960
15	Grade 9—Basic Arithmetic, Book 1— Grove et al—Reg. Ed.	3.72	4.27	1961
	*Teachers' Edition available at the same price as the text.			
Ginn and Company				
16	Grade 3—Arithmetic We Need—Buswell et al—Enlarged Ed.	2.25	2.59	1961

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
17	Grade 4—Arithmetic We Need—Buswell et al—Enlarged Ed.....	2.25	2.59	1961
18	Grade 5—Arithmetic We Need—Buswell et al—Enlarged Ed.....	2.25	2.59	1961
19	Grade 6—Arithmetic We Need—Buswell et al—Enlarged Ed.....	2.25	2.59	1961
20	Grade 7—Arithmetic We Need—Buswell et al—Enlarged Ed.....	2.25	2.59	1961
21	Grade 8—Arithmetic We Need—Buswell et al—Enlarged Ed.....	2.25	2.59	1961

D. C. Heath and Company

22	*Grade 3—Learning to Use Arithmetic— Gunderson et al—Reg. Ed.....	2.22	2.55	1958
23	*Grade 4—Learning to Use Arithmetic— Gunderson et al—Reg. Ed.....	2.22	2.55	1958
24	*Grade 5—Learning to Use Arithmetic— Gunderson et al—Reg. Ed.....	2.22	2.55	1958
25	*Grade 6—Learning to Use Arithmetic— Gunderson et al—Reg. Ed.....	2.22	2.55	1958
26	*Grade 7—Learning to Use Arithmetic— Gunderson et al—Reg. Ed.....	2.22	2.55	1959
27	*Grade 8—Learning to Use Arithmetic— Gunderson et al—Reg. Ed.....	2.22	2.55	1959
28	*Grade 9—Mathematics in Daily Use—Hart et al—Reg. Ed.....	3.15	3.62	1961

*Teachers' Edition available at the same price as the text.

Holt, Rinehart, and Winston, Inc.

29	Grade 3—The New Discovering Numbers— Brueckner et al—Reg. Ed.....	2.19	2.52	1959
30	Grade 4—The New Learning Numbers— Brueckner et al—Reg. Ed.....	2.19	2.52	1959
31	Grade 5—The New Exploring Numbers— Brueckner et al—Reg. Ed.....	2.19	2.52	1959
32	Grade 6—The New Understanding Numbers— Brueckner et al—Reg. Ed.....	2.19	2.52	1959
33	Grade 7—The New Thinking with Numbers— Brueckner et al—Reg. Ed.....	2.19	2.52	1959
34	Grade 8—The New Knowing About Numbers— Brueckner et al—Reg. Ed.....	2.19	2.52	1959
35	Grade 3—Making Number Discoveries— Brueckner et al—Reg. Ed.....	2.25	2.59	1959
36	Grade 4—Reaching Number Goals— Brueckner et al—Reg. Ed.....	2.25	2.59	1961
37	Grade 5—Using Number Ideas—Brueckner et al—Reg. Ed.....	2.25	2.59	1961
38	Grade 6—Gaining Number Power—Brueckner et al—Reg. Ed.....	2.25	2.59	1961
39	Grade 7—Holt Arithmetic 1—Kinney et al—Reg. Ed.....	2.79	3.21	1960

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
40	Grade 8—Holt Arithmetic 2—Kinney et al—Reg. Ed.....	2.97	3.42	1961
41	Grade 9—Holt General Mathematics— Kinney et al—Reg. Ed.....	3.33	3.83	1960
Laidlaw Brothers, Inc.				
42	*Grade 3—Understanding Arithmetic— McSwain et al—Reg. Ed.....	2.22	2.55	1959
43	*Grade 4—Understanding Arithmetic— McSwain et al—Reg. Ed.....	2.22	2.55	1959
44	*Grade 5—Understanding Arithmetic— McSwain et al—Reg. Ed.....	2.22	2.55	1959
45	*Grade 6—Understanding Arithmetic— McSwain et al—Reg. Ed.....	2.22	2.55	1959
46	*Grade 7—Understanding Arithmetic— McSwain et al—Reg. Ed.....	2.22	2.55	1959
47	*Grade 8—Understanding Arithmetic— McSwain et al—Reg. Ed.....	2.22	2.55	1959
*Teachers' Edition available at the same price as the text.				
McGraw-Hill Book Company, Inc.				
48	Grade 7—Using Mathematics—Henderson and Pingry—Modern Topics Ed.....	3.15	3.62	1961
49	Grade 8—Using Mathematics—Henderson and Pingry—Modern Topics Ed.....	3.15	3.62	1961
50	Grade 7—Using Mathematics—Henderson and Pingry—2nd Ed.....	3.06	3.52	1961
51	Grade 8—Using Mathematics—Henderson and Pingry—2nd Ed.....	3.06	3.52	1961
52	Grade 9—Using Mathematics—Henderson and Pingry—2nd Ed.....	3.12	3.59	1960
Prentice-Hall, Inc.				
53	Grade 7—Mathematics First Course— Brown et al—1st Ed.....	2.61	3.00	1960
54	Grade 8—Mathematics Second Course— Brown et al—1st Ed.....	2.79	3.21	1960
Row, Peterson & Company				
55	Grade 3—Row-Peterson Arithmetic 3— Wheat et al—Reg. Ed.....	2.16	2.48	1959
56	Grade 4—Row-Peterson Arithmetic 4— Wheat et al—Reg. Ed.....	2.16	2.48	1959
57	Grade 5—Row-Peterson Arithmetic 5— Wheat et al—Reg. Ed.....	2.16	2.48	1959
58	Grade 6—Row-Peterson Arithmetic 6— Wheat et al—Reg. Ed.....	2.16	2.48	1959
59	Grade 7—Row-Peterson Arithmetic 7— Wheat et al—Reg. Ed.....	2.16	2.48	1959
60	Grade 8—Row-Peterson Arithmetic 8— Wheat et al—Reg. Ed.....	2.16	2.48	1959

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Scott, Foresman and Company				
61	Grade 3—Seeing Through Arithmetic— Hartung et al—Reg. Ed.....	2.16	2.48	1961
62	Grade 4—Seeing Through Arithmetic— Hartung et al—Reg. Ed.....	2.16	2.48	1961
63	Grade 5—Seeing Through Arithmetic— Hartung et al—Reg. Ed.....	2.16	2.48	1961
64	Grade 6—Seeing Through Arithmetic— Hartung et al—Reg. Ed.....	2.16	2.48	1961
Charles Scribner's Sons				
65	Grade 7—Functional Mathematics—Gager et al—Reg. Ed.....	2.85	3.28	1957
66	Grade 8—Functional Mathematics—Gager et al—Reg. Ed.....	2.85	3.28	1957
67	Grade 9—Functional Mathematics—Gager et al—Reg. Ed.....	2.97	3.42	1961
Silver Burdett Company				
68	*Grade 3—Making Sure of Arithmetic— Morton et al—1958 Ed.....	2.31	2.66	1958
69	*Grade 4—Making Sure of Arithmetic— Morton et al—1958 Ed.....	2.31	2.66	1958
70	*Grade 5—Making Sure of Arithmetic— Morton et al—1958 Ed.....	2.31	2.66	1958
71	*Grade 6—Making Sure of Arithmetic— Morton et al—1958 Ed.....	2.31	2.66	1958
72	*Grade 7—Making Sure of Arithmetic— Morton et al—1958 Ed.....	2.31	2.66	1958
73	*Grade 8—Making Sure of Arithmetic— Morton et al—1958 Ed.....	2.31	2.66	1958
74	*Grade 7—Modern Mathematics for Junior High, Book 1—Roskopf et al—Reg. Ed.....	3.12	3.59	1961
75	*Grade 8—Modern Mathematics for Junior High, Book 2—Roskopf et al—Reg. Ed.....	3.12	3.59	1961
*Teachers' Edition available at the same price as the text.				
The L. W. Singer Company, Inc.				
76	Grade 9—General Mathematics—Mallory et al—Reg. Ed.....	2.94	3.38	1960
Webster Publishing Company, Inc.				
77	Grade 3—Exploring Arithmetic—Osborn et al—2nd Ed..	2.31	2.66	1962
78	Grade 4—Exploring Arithmetic—Osborn et al—2nd Ed..	2.31	2.66	1962
79	Grade 5—Exploring Arithmetic—Osborn et al—2nd Ed..	2.31	2.66	1962
80	Grade 6—Exploring Arithmetic—Osborn et al—2nd Ed..	2.31	2.66	1962
81	Grade 7—Exploring Arithmetic—Osborn et al—2nd Ed..	2.31	2.66	1962
82	Grade 8—Exploring Arithmetic—Osborn et al—2nd Ed..	2.31	2.66	1962
83	Grade 9—Mathematics for Daily Needs— Osborn and Colestock—2nd Ed.....	2.91	3.35	1960

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
2. Arithmetic, Business				
	Gregg Publishing Division			
84	Grade 9-12—Business Mathematics, Principles and Practice—Rosenberg and Lewis—5th Ed.....	3.12	3.59	1958
	D. C. Heath and Company			
85	Grade 9-12—Essentials of Business Arithmetic— Kanzer and Schaaf—Reg. Ed.....	3.09	3.55	1960
	Prentice-Hall, Inc.			
86	Grade 9-12—Business Arithmetic—McNelly & Adams—4th Ed.....	2.79	3.21	1958
	South-Western Publishing Company			
87	Grade 9-12—Applied Business Arithmetic— Piper et al—7th Ed.....	3.00	3.45	1959
3. Algebra				
	Addison-Wesley Publishing Company, Inc.			
88	Grade 9—Algebra I—Brumfiel et al—1st Ed.....	3.81	4.38	1961
	Allyn and Bacon, Inc.			
89	Grade 9—Algebra One—Hayden and Finan— Reg. Ed. (W/WO answers).....	3.24	3.73	1961
	American Book Company			
90	Grade 9—Algebra and Its Use, Book 1, Enlarged Ed.—Grove et al—Reg. Ed.....	3.15	3.62	1960
91	Grade 10-12—Algebra and Its Use, Book 2, Enlarged Ed.—Grove et al—Reg. Ed.....	3.33	3.82	1960
	Ginn and Company			
92	Grade 9—First Course in Algebra—Weeks and Adkins—Reg. Ed.....	3.30	3.80	1961
93	Grade 10-12—Second Course in Algebra—Weeks and Adkins—Reg. Ed.....	3.48	4.00	1962
	D. C. Heath and Company			
94	Grade 9—First Year Algebra—Hart et al—Reg. Ed.....	3.15	3.62	1957
95	Grade 10-12—Second Year Algebra—Hart et al—Reg. Ed.....	3.36	3.86	1957
	Holt, Rinehart, and Winston, Inc.			
96	Grade 9—Modern Elementary Algebra— Nichols and Collins—Reg. Ed.....	3.06	3.52	1961
	McGraw-Hill Book Company, Inc.			
97	Grade 9—Algebra: Its Big Ideas and Basic Skills, Book I—Aiken et al—Modern Mathematics Ed.....	3.09	3.55	1960

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
98	Grade 10-12—Algebra: Its Big Ideas and Basic Skills, Book II—Aiken et al—Modern Mathematics Ed.....	3.27	3.76	1960
	Prentice-Hall, Inc.			
99	Grade 9—Algebra First Course—Mayor and Wilcox—2nd Ed.....	3.18	3.66	1961
100	Grade 10-12—Algebra Second Course—Mayor and Wilcox—2nd Ed.....	3.27	3.76	1961
	The L. W. Singer Company, Inc.			
101	Grade 9—First Course in Algebra—Mallory et al—Reg. Ed.....	3.09	3.55	1961
102	Grade 10-12—Second Course in Algebra—Mallory et al—Reg. Ed.....	3.27	3.76	1961
4. Geometry (Plane, Solid, and Unified)				
	Addison-Wesley Publishing Company, Inc.			
103	Grade 10-12—Geometry—Brumfiel et al—1st Ed.....	3.81	4.38	1960
	Allyn and Bacon, Inc.			
104	Grade 10-12—Plane Geometry—Avery and Stone—Reg. Ed.....	3.30	3.79	1958
105	Grade 10-12—Solid Geometry—Avery and Stone—Reg. Ed.....	2.76	3.17	1960
	American Book Company			
106	Grade 10-12—Plane Geometry—Shute et al—Reg. Ed.....	3.15	3.62	1960
107	Grade 10-12—Solid Geometry—Shute et al—Reg. Ed.....	2.94	3.38	1960
	Ginn and Company			
108	Grade 10-12—Plane Geometry—Welchons et al—Reg. Ed.	3.30	3.80	1961
109	Grade 10-12—Solid Geometry—Welchons et al—Reg. Ed.	3.00	3.45	1959
110	Grade 10-12—A Course in Geometry, Plane and Solid— Weeks and Adkins—Reg. Ed.....	3.30	3.80	1961
	D. C. Heath and Company			
111	Grade 10-12—Plane Geometry and Supplements— Hart et al—Reg. Ed.....	3.30	3.80	1959
112	Grade 10-12—Solid Geometry—Hart and Schult—Reg. Ed.....	2.55	2.93	1952
113	*Grade 10-12—Geometry (Unified)—Fehr and Carnahan—Reg. Ed.....	3.45	3.97	1961
	*Teachers' Edition available at the same price as the text.			
	Holt, Rinehart, and Winston, Inc.			
114	Grade 10-12—Plane Geometry—Schacht and McLennan—Reg. Ed.....	3.24	3.73	1957

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Charles E. Merrill Books, Inc.			
115	*Grade 10-12—Geometry: A Unified Course— Goodwin et al—Textbook Ed.....	3.24	3.73	1961
	*Teachers' Edition available at the same price as the text.			
	The L. W. Singer Company, Inc.			
116	Grade 10-12—A First Course in Geometry— Mallory et al—Reg. Ed.....	3.27	3.76	1959
5. Trigonometry				
	Addison-Wesley Publishing Company, Inc.			
117	Grade 12—Trigonometry—Vance—1st Ed.....	3.80	4.37	1954
	Ginn and Company			
118	Grade 12—Trigonometry with Tables—Welchons and Krickenberg—Reg. Ed.....	3.33	3.83	1960
	D. C. Heath and Company			
119	Grade 12—Trigonometry for Secondary Schools— Butler and Wren—Reg. Ed.....	2.76	3.17	1957
	Holt, Rinehart, and Winston, Inc.			
120	Grade 12—A Modern Course in Trigonometry—Hooper and Griswold—Reg. Ed.....	3.06	3.52	1959
	Prentice-Hall, Inc.			
121	Grade 12—Trigonometry—Rees and Rees—1st Ed.....	3.12	3.59	1959
6. Mathematics, Advanced				
	Addison-Wesley Publishing Company, Inc.			
122	Grade 12—Probability, A First Course— Mosteller et al—1st Ed.....	4.00	4.60	1961
	American Book Company			
123	Grade 12—Foundations of Advanced Mathematics— Kline et al—Reg Ed.....	3.72	4.27	1959
	D. C. Heath and Company			
124	Grade 12—College Algebra and Trigonometry— Hart—Reg. Ed.	4.69	5.39	1959
125	Grade 12—Analytic Geometry and Calculus— Hart—Reg. Ed.....	5.81	6.68	1957
	Holt, Rinehart, and Winston, Inc.			
	Grade 12—Contemporary Algebra and Trigonometry— Griswold et al—Rev. Ed.....	3.45	3.97	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	McGraw-Hill Book Company, Inc.			
127	Grade 12—Fundamentals of Freshman Mathematics— Allendoerfer and Oakley—1st Ed.	5.40	6.21	1959
	Charles E. Merrill Books, Inc.			
128	Grade 12—Advanced High School Mathematics— Vannatta et al—Textbook Ed.	3.72	4.28	1961
	The L. W. Singer Company, Inc.			
129	Grade 12—Senior Mathematics—Mallory et al—Reg. Ed.	3.27	3.76	1955
7. Mathematics—Vocational, Related, and Applied				
	The Bruce Publishing Company			
130	Grade 9-12—Shop Mathematics—Folkner—Rev. Ed.	2.43	2.79	1959
	Laidlaw Brothers, Inc.			
131	Grade 9-12—General Mathematics, Book Two— Brown et al—Reg. Ed.	3.39	3.90	1961
	Prentice-Hall, Inc.			
132	Grade 9-12—The New Applied Mathematics— Lasley and Mudd—6th Ed.	2.97	3.42	1964
	Charles Scribner's Sons			
133	Grade 10—Functional Mathematics, Book 2— Gager et al—Reg. Ed.	2.97	3.42	1953
134	Grade 11—Functional Mathematics, Book 3— Gager et al—Reg. Ed.	2.97	3.42	1955
135	Grade 12—Functional Mathematics, Book 4— Gager et al—Reg. Ed.	3.30	3.80	1956
	John Wiley & Sons, Inc.			
136	Grade 9-12—Mathematics for Technical and Vocational Schools—Slade and Margolis—4th Ed.	4.32	4.96	1955

SECTION II

Contracts Begin July 1, 1966

5-Year Listings. Contracts Expire June 30, 1971

LANGUAGE ARTS

1. English Grammar and Composition

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Allyn and Bacon, Inc.				
5001	Grade 2—English: Your Language— Wolfe et al—Reg. Ed.	\$1.92	\$2.21	1963
5002	Grade 3—English: Your Language— Wolfe et al—Reg. Ed.	2.31	2.66	1963
5003	Grade 4—English: Your Language— Wolfe et al—Reg. Ed.	2.49	2.86	1963
5004	Grade 5—English: Your Language— Wolfe et al—Reg. Ed.	2.61	3.00	1963
5005	Grade 6—English: Your Language— Wolfe et al—Reg. Ed.	2.70	3.10	1963
5006	Grade 7—English: Your Language— Wolfe et al—Reg. Ed.	2.79	3.21	1964
5007	Grade 8—English: Your Language— Wolfe et al—Reg. Ed.	2.91	3.35	1964
5008	Grade 9—Effective English: Book 1— Meade et al—Reg. Ed.	2.82	3.24	1961
5009	Grade 10—Effective English: Book 2— Meade et al—Reg. Ed.	2.97	3.42	1961
5010	Grade 11—Effective English: Book 3— Meade et al—Reg. Ed.	2.97	3.42	1961
5011	Grade 12—Effective English: Book 4— Meade et al—Reg. Ed.	3.21	3.69	1961
American Book Company				
5012	*Grade 2—Go Ahead—Bailey et al— Reg. Ed.	1.83	2.10	1963
5013	*Grade 3—Fun to Learn—Bailey et al— Reg. Ed.	2.28	2.62	1963
5014	*Grade 4—Good Times—Bailey et al— Reg. Ed.	2.34	2.69	1963
5015	*Grade 5—Every Day—Bailey et al—Reg. Ed.	2.43	2.79	1963
5016	*Grade 6—Around the Clock—Bailey et al—Reg. Ed.	2.49	2.86	1963
5017	*Grade 7—Through the Year—Bailey et al—Reg. Ed.	2.67	3.07	1963
5018	*Grade 8—Straight Ahead—Bailey et al—Reg. Ed.	2.76	3.17	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5019	*Grade 9—Modern Grammar and Composition—Conlin & Herman— Reg. Ed.....	3.12	3.58	1965
5020	*Grade 10—Modern Grammar and Composition— Conlin & Herman—Reg. Ed.....	3.12	3.58	1965
5021	*Grade 11—Modern Grammar and Composition— Conlin & Herman—Reg. Ed.....	3.24	3.72	1965
5022	*Grade 12—Resources for Modern Grammar and Composition—Conlin and Herman—Reg. Ed.....	3.36	3.86	1965
	*Teachers' editions are available without charge on a ratio basis.			
	American Southern Publishing Company			
5023	Grade 9—Communicative Arts— Boone et al.....	2.88	3.30	1961
5024	Grade 10—Communicative Arts— Boone et al.....	2.88	3.30	1961
5025	Grade 11—Communicative Arts— Boone et al.....	2.88	3.30	1961
5026	Grade 12—Communicative Arts— Boone et al.....	2.88	3.30	1961
	Follett Publishing Company			
5027	Grade 12—The Lively Art of Writing— Payne—1st Ed. (SUPPLEMENTARY).....	2.40	2.76	1965
	Ginn and Company			
5028	Grade 7—A Programmed Approach to Writing, Book I—Gordon et al— Reg. Ed. (SUPPLEMENTARY).....	2.22	2.55	1964
5029	Grade 9-10—Writing: Unit Lessons in Composition—Book 1-A— Educational Development Corp.— Reg. Ed. (SUPPLEMENTARY).....	1.89	2.17	1964
5030	Grade 9-10—Writing: Unit Lessons in Composition— Book 1-B—Educational Development Corp.— —Reg. Ed. (SUPPLEMENTARY).....	1.89	2.17	1964
5031	Grade 9-10—Writing: Unit Lessons in Composition— Book 1-C—Educational Development Corp.— Reg. Ed. (SUPPLEMENTARY).....	1.89	2.17	1964
5032	Grade 11—Writing: Unit Lessons in Composition— Book 2-A—Educational Development Corp.— Reg. Ed. (SUPPLEMENTARY).....	1.89	2.17	1964
5033	Grade 11—Writing: Unit Lessons in Composition— Book 2-B—Educational Development Corp.— Reg. Ed. (SUPPLEMENTARY).....	1.89	2.17	1964
5034	Grade 11—Writing: Unit Lessons in Composition— Book 2-C—Educational Development Corp.— Reg. Ed. (SUPPLEMENTARY).....	1.89	2.17	1964
5035	Grade 12—Writing: Unit Lessons in Composition— Book 3-A—Educational Development Corp.— Reg. Ed. (SUPPLEMENTARY).....	2.16	2.48	1965

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5036	Grade 12—Writing: Unit Lessons in Composition— Book 3-B—Educational Development Corp.— Reg. Ed. (SUPPLEMENTARY)	2.16	2.48	1965
5037	Grade 12—Writing: Unit Lessons in Composition— Book 3-C—Educational Development Corp.— Reg. Ed. (SUPPLEMENTARY)	2.16	2.48	1965
5038	Grade 9-12—A Writer's Handbook— Laird—Reg. Ed. (SUPPLEMENTARY)	3.75	4.31	1964
Harcourt, Brace & World, Inc.				
5039	Grade 2—Language for Daily Use— Dawson et al—1st Ed.	1.80	2.07	1964
5040	Grade 3—Language for Daily Use— Dawson et al—1st Ed.	2.64	3.04	1964
5041	Grade 4—Language for Daily Use— Dawson et al—1st Ed.	2.64	3.04	1964
5042	Grade 5—Language for Daily Use— Dawson et al—1st Ed.	2.64	3.04	1964
5043	Grade 6—Language for Daily Use— Dawson et al—1st Ed.	2.64	3.04	1964
5044	Grade 7—Language for Daily Use— Dawson et al—1st Ed.	3.00	3.45	1965
5045	Grade 8—Language for Daily Use— Dawson et al—1st Ed.	3.00	3.45	1965
5046	Grade 3—The Roberts English Series— Roberts—1st Ed.	2.55	2.93	1966
5047	Grade 4—The Roberts English Series— Roberts—1st Ed.	2.70	3.11	1966
5048	Grade 5—The Roberts English Series— Roberts—1st Ed.	2.70	3.11	1966
5049	Grade 6—The Roberts English Series— Roberts—1st Ed.	2.70	3.11	1966
5050	Grade 7—English Grammar and Composition— Warriner et al—2nd Ed.	2.40	2.76	1965
5051	Grade 8—English Grammar and Composition— Warriner et al—2nd Ed.	2.55	2.93	1965
5052	Grade 9—English Grammar and Composition— Warriner et al—2nd Ed.	2.70	3.11	1965
5053	Grade 10—English Grammar and Composition— Warriner et al—3rd Ed.	2.85	3.28	1965
5054	Grade 11—English Grammar and Composition— Warriner et al—2nd Ed.	2.97	3.42	1965
5055	Grade 12—English Grammar and Composition— Warriner & Griffith—3rd Ed.	3.09	3.55	1965
Harper and Row Publishers				
5056	*Grade 3—The New Building Better English— Bracken et al—Reg. Ed.	2.25	2.59	1966
5057	*Grade 4—The New Building Better English— Bracken et al—Reg. Ed.	2.25	2.59	1966

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5058	*Grade 5—The New Building Better English— Bracken et al—Reg. Ed.....	2.34	2.69	1966
5059	*Grade 6—The New Building Better English— Bracken et al—Reg. Ed.....	2.34	2.69	1966
5060	*Grade 7—The New Building Better English— Greene et al—Reg. Ed.....	3.39	3.90	1965
5061	*Grade 8—The New Building Better English— Greene et al—Reg. Ed.....	3.39	3.90	1965
5062	*Grade 9—The New Building Better English— John et al—Reg. Ed.....	3.39	3.90	1965
5063	*Grade 10—The New Building Better English— John et al—Reg. Ed.....	3.39	3.90	1965
5064	*Grade 11—The New Building Better English— John et al—Reg. Ed.....	3.39	3.90	1965
5065	*Grade 12—The New Building Better English— DeBoer—Reg. Ed.....	3.39	3.90	1965

*Teachers' editions are available without charge on a ratio basis.

D. C. Heath and Company

5066	*Grade 3—English Is Our Language— Sartain et al—Reg. Ed.....	2.49	2.86	1966
5067	*Grade 4—English Is Our Language— Sartain et al—Reg. Ed.....	2.55	2.93	1966
5068	*Grade 5—English Is Our Language— Sartain et al—Reg. Ed.....	2.61	3.00	1966
5069	*Grade 6—English Is Our Language— Sartain et al—Reg. Ed.....	2.67	3.07	1966
5070	*Grade 7—Modern English in Action— Christ et al—Reg. Ed.....	3.12	3.59	1966
5071	*Grade 8—Modern English in Action— Christ et al—Reg. Ed.....	3.12	3.59	1966
5072	*Grade 9—Modern English in Action— Christ et al—Reg. Ed.....	3.18	3.66	1965
5073	*Grade 10—Modern English in Action— Christ et al—Reg. Ed.....	3.18	3.66	1965
5074	*Grade 11—Modern English in Action— Christ et al—Reg. Ed.....	3.30	3.80	1965
5075	*Grade 12—Modern English in Action— Christ et al—Reg. Ed.....	3.30	3.80	1965

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Holt-Rinehart & Winston, Inc.

5076	Grade 7—Modern Composition, Book 1— Stegner et al—Reg. Ed.....	2.55	2.93	1964
5077	Grade 8—Modern Composition, Book 2— Stegner et al—Reg. Ed.....	2.55	2.93	1964
5078	Grade 9—Modern Composition, Book 3— Stegner et al—Reg. Ed.....	3.06	3.52	1964
5079	Grade 10—Modern Composition, Book 4— Stegner et al—Reg. Ed.....	3.06	3.52	1964

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5080	Grade 11—Modern Composition, Book 5— Stegner et al—Reg. Ed.	3.06	3.52	1964
5081	Grade 12—Modern Composition, Book 6— Stegner et al—Reg. Ed.	3.06	3.52	1965
Laidlaw Brothers				
5082	*Grade 2—Using Good English— Shane et al—Reg. Ed.	1.68	1.93	1964
5083	*Grade 3—Using Good English— Shane et al—Reg. Ed.	2.22	2.55	1964
5084	*Grade 4—Using Good English— Shane et al—Reg. Ed.	2.28	2.62	1964
5085	*Grade 5—Using Good English— Shane et al—Reg. Ed.	2.40	2.76	1964
5086	*Grade 6—Using Good English— Shane et al—Reg. Ed.	2.43	2.79	1964
5087	*Grade 7—Using Good English— Shane et al—Reg. Ed.	2.91	3.34	1964
5088	*Grade 8—Using Good English— Shane et al—Reg. Ed.	2.91	3.34	1964
5089	*Grade 9—Using Good English— Brewton et al—Reg. Ed.	3.30	3.79	1966
5090	*Grade 10—Using Good English— Brewton et al—Reg. Ed.	3.30	3.79	1966
5091	*Grade 11—Using Good English— Brewton et al—Reg. Ed.	3.30	3.79	1966
5092	*Grade 12—Using Good English— Brewton et al—Reg. Ed.	3.30	3.79	1966
*Teachers' editions are available without charge on a ratio basis.				
McGraw-Hill Book Co. (Webster Div.)				
5093	Grade 9—Grammar, Usage, and Style Schuster—1st Ed.	2.91	3.35	1965
5094	Grade 10—Your Language, Book 4— LaBrant et al—2nd Ed.	3.36	3.86	1963
5095	Grade 11—Your Language, Book 5— LaBrant et al—1st Ed.	3.60	4.14	1960
5096	Grade 12—Your Language, Book 6— LaBrant et al—1st Ed.	3.60	4.14	1962
The Macmillan Company				
5097	*Grade 2—The Macmillan English Series— Pollock & Bowden—2nd Rev. Ed.	2.01	2.31	1963
5098	*Grade 3—The Macmillan English Series— Pollock & Bowden—2nd Rev. Ed.	2.40	2.76	1963
5099	*Grade 4—The Macmillan English Series— Pollock & Bowden—2nd Rev. Ed.	2.46	2.83	1963
5100	*Grade 5—The Macmillan English Series—Pollock et al—2nd Rev. Ed.	2.58	2.97	1963
5101	*Grade 6—The Macmillan English Series—Pollock & Straub—2nd Rev. Ed.	2.58	2.97	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5102	*Grade 7—The Macmillan English Series— Pollock & Rounds—2nd Rev. Ed.....	2.82	3.24	1963
5103	*Grade 8—The Macmillan English Series— Pollock et al—2nd Rev. Ed.....	2.82	3.24	1963
5104	*Grade 9—The Macmillan English Series— Pollock et al—2nd Rev. Ed.....	3.18	3.66	1964
5105	*Grade 10—The Macmillan English Series— Pollock et al—2nd Rev. Ed.....	3.18	3.66	1964
5106	*Grade 11—The Macmillan English Series— Pollock et al—2nd Rev. Ed.....	3.18	3.66	1964
5107	*Grade 12—The Macmillan English Series— Pollock et al—2nd Rev. Ed.....	3.18	3.66	1964

*Teachers' editions are available without charge on a ratio basis.

Scott, Foresman and Company

5108	Grade 9—Guide to Modern English— Corbin et al—Reg. Ed.....	3.24	3.73	1965
5109	Grade 10—Guide to Modern English— Corbin et al—Reg. Ed.....	3.24	3.73	1965
5110	Grade 11—Guide to Modern English— Corbin and Perrin—Reg. Ed.....	3.30	3.80	1963
5111	Grade 12—Guide to Modern English— Corbin and Perrin—Reg. Ed.	3.33	3.83	1963

The L. W. Singer Company, Inc.

5112	*Grade 2—Enjoying English—Wolfe et al—Reg. Ed.....	1.77	2.04	1966
5113	*Grade 3—Enjoying English—Wolfe et al—Reg. Ed.....	2.34	2.69	1966
5114	*Grade 4—Enjoying English—Wolfe et al—Reg. Ed.....	2.46	2.83	1966
5115	*Grade 5—Enjoying English—Wolfe et al—Reg. Ed.....	2.61	3.00	1966
5116	*Grade 6—Enjoying English—Wolfe et al—Reg. Ed.....	2.70	3.11	1966
5117	*Grade 7—Enjoying English—Wolfe et al—Reg. Ed.....	2.82	3.24	1966
5118	*Grade 8—Enjoying English—Wolfe et al—Reg. Ed.....	2.88	3.31	1966
5119	*Grade 9—Enjoying English—Wolfe et al—Reg. Ed.....	3.24	3.73	1966
5120	*Grade 10—Enjoying English—Wolfe et al—Reg. Ed.....	3.30	3.80	1966
5121	*Grade 11—Enjoying English—Wolfe et al—Reg. Ed.....	3.33	3.83	1966
5122	*Grade 12—Enjoying English—Wolfe et al—Reg. Ed.....	3.36	3.86	1966

*Teachers' editions are available without charge on a ratio basis.

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
2. Literature				
Allyn and Bacon, Inc.				
5123	Grade 9—A Cavalcade of Life in Writing— Horn & Sullivan—Reg. Ed.	3.63	4.17	1963
5124	Grade 10—A Cavalcade of Life in Writing— Horn & Sullivan—Reg. Ed.	3.81	4.38	1961
5125	Grade 11—A Cavalcade of Life in Writing— Horn & Sullivan—Reg. Ed.	3.93	4.52	1961
5126	Grade 12—A Cavalcade of Life in Writing— Horn & Sullivan—Reg. Ed.	4.08	4.69	1961
American Book Company				
5127	*Grade 7—A World of Events— Bailey et al—Reg. Ed.	3.21	3.69	1963
5128	*Grade 8—A World of Experience— Bailey et al—Reg. Ed.	3.39	3.89	1963
*Teachers' editions are available without charge on a ratio basis.				
Bobbs-Merrill Company, Inc.				
5129	*Grade 7—Voyages in Reading— Smith et al—Reg. Ed.	3.30	3.80	1965
5130	*Grade 8—Challenges in Reading— Smith et al—Reg. Ed.	3.45	3.97	1965
*Teachers' editions are available without charge on a ratio basis.				
Ginn and Company				
5131	Grade 7—Introduction to Literature— Eller et al—Reg. Ed.	3.39	3.90	1964
5132	Grade 8—The Study of Literature— Eller et al—Reg. Ed.	3.51	4.04	1964
5133	Grade 9—Understanding Literature— White et al—Reg. Ed.	3.63	4.17	1964
5134	Grade 10—Types of Literature— Bennett et al—Reg. Ed.	3.84	4.42	1964
5135	Grade 11—American Literature— Porter et al—Reg. Ed.	4.05	4.66	1964
5136	Grade 12—English Literature— Craig et al—Reg. Ed.	4.20	4.83	1964
5137	Grade 7—Discovery through Reading— Gunn et al—Reg. Ed.	3.30	3.80	1963
5138	Grade 8—Exploration through Reading— Gunn et al, Reg. Ed.	3.36	3.86	1964
5139	Grade 9—Achievement through Reading— Gunn et al—Reg. Ed.	4.02	4.62	1965
Harcourt, Brace & World, Inc.				
5140	Grade 7—Adventures for Readers: Book One— Laureate Ed.—O'Daly & Nieman—4th Ed.	3.24	3.73	1963
5141	Grade 8—Adventures for Readers: Book Two— Laureate Ed.—Nieman & O'Daly—4th Ed.	3.33	3.83	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5142	Grade 9—Adventures in Reading: Laureate Ed.—Lodge & Braymer—7th Ed.....	3.66	4.21	1963
5143	Grade 10—Adventures in Appreciation: Laureate Ed.—Loban & Olmsted—7th Ed.....	3.66	4.21	1963
5144	Grade 11—Adventures in American Literature: Laureate Ed.—Fuller & Kinnick—7th Ed.....	3.90	4.49	1963
5145	Grade 12—Adventures in English Literature: Laureate Ed.—Priestly & Spear—7th Ed.....	3.90	4.49	1963
Houghton-Mifflin Company				
5146	Grade 9—Values in Literature— Chase et al—Reg. Ed.....	3.33	3.83	1965
5147	Grade 10—Insights into Literature— Van Doren et al—Reg. Ed.....	3.42	3.93	1965
5148	Grade 11—American Literature— Schorer et al—Reg. Ed.....	4.20	4.83	1965
5149	Grade 12—English Literature— Daiches et al—Reg. Ed.....	4.26	4.90	1965
Laidlaw Brothers				
5150	*Grade 7—New Horizons: Book 1— Brewton et al—Reg. Ed.....	2.97	3.41	1964
5151	*Grade 8—New Horizons: Book 2— Brewton et al—Reg. Ed.....	2.97	3.41	1964
5152	*Grade 9—New Horizons: Book 3— Brewton et al—Reg. Ed.....	3.06	3.51	1963
*Teachers' editions are available without charge on a ratio basis.				
The Macmillan Company				
5153	*Grade 9—Short Stories I—Alwin— Reg. Ed. (SUPPLEMENTARY).....	.84	.97	1961
5154	*Grade 9—Nonfiction I—Bush— Reg. Ed. (SUPPLEMENTARY).....	.84	.97	1961
5155	*Grade 9—Poetry I—Corbin— Reg. Ed. (SUPPLEMENTARY).....	.75	.86	1962
5156	*Grade 9—Drama I—Barrows— Reg. Ed. (SUPPLEMENTARY).....	.84	.97	1962
5157	*Grade 10—Short Stories II—Scheld— Reg. Ed. (SUPPLEMENTARY).....	.87	1.00	1961
5158	*Grade 10—Nonfiction II—Baum— Reg. Ed. (SUPPLEMENTARY).....	.84	.97	1962
5159	*Grade 10—Poetry II—Peterson— Reg. Ed. (SUPPLEMENTARY).....	.75	.86	1962
5160	*Grade 10—Drama II—Redman— Reg. Ed. (SUPPLEMENTARY).....	.99	1.14	1962
5161	*Grade 11—The Early Years of American Literature —Wacher et al—Reg. Ed. (SUPPLEMENTARY) ..	.99	1.14	1963
5162	*Grade 11—The Changing Years of American Literature—Wacher et al— Reg. Ed. (SUPPLEMENTARY).....	.99	1.14	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5163	*Grade 11—Contemporary American Prose—Wacher et al—Reg. Ed. (SUPPLEMENTARY).....	.99	1.14	1963
5164	*Grade 11—Contemporary American Poetry— Foster—Reg. Ed. (SUPPLEMENTARY)	.90	1.04	1963
5165	*Grade 11—Contemporary American Drama— Barrows—Reg. Ed. (SUPPLEMENTARY)	1.05	1.21	1964
5166	*Grade 12—The Early Years of English Literature—Barrows et al— Reg. Ed. (SUPPLEMENTARY).....	.93	1.07	1964
5167	*Grade 12—Spenser to Goldsmith—Kobler & Evans—Reg. Ed. (SUPPLEMENTARY).....	1.05	1.21	1964
5168	*Grade 12—Romantic and Victorian Writers— Frey—Reg. Ed. (SUPPLEMENTARY).....	.99	1.14	1963
5169	*Grade 12—Modern English Prose and Poetry— Kubat & Magill—Reg. Ed. (SUPPLEMENTARY)....	.99	1.14	1963
5170	*Grade 12—Modern English Drama—Barrows & Dolkey—Reg. Ed. (SUPPLEMENTARY).....	.99	1.14	1964
	*Teachers' editions are available without charge on a ratio basis.			
	Charles E. Merrill Books, Inc.			
5171	Grade 7—Ideas in Literature—Variations— Jacobs & Root—1st Ed.....	3.45	3.97	1966
5172	Grade 8—Ideas in Literature—Directions— Jacobs & Root—1st Ed.....	3.51	4.04	1966
	Prentice-Hall, Inc.			
5173	Grade 9-12—Ideas in Prose—Fidell— 1st Ed. (SUPPLEMENTARY).....	2.49	2.86	1962
5174	Grade 9-12—Ideas in Poetry— Fidell—1st Ed. (SUPPLEMENTARY).....	2.40	2.76	1965
	Scott, Foresman and Company			
5175	Grade 7—Wide, Wide World in Literature— Pooley et al—Reg. Ed.....	3.45	3.97	1963
5176	Grade 8—All around America through Literature— Pooley et al—Reg. Ed.....	3.48	4.00	1963
5177	Grade 9—Outlooks through Literature— Pooley et al—Reg. Ed.....	3.78	4.35	1964
5178	Grade 10—Exploring Life through Literature— including Silas Marner—Pooley et al—Reg. Ed.....	3.84	4.42	1964
5179	Grade 11—The United States in Literature— Pooley et al—Reg. Ed.....	4.02	4.62	1963
5180	Grade 12—England in Literature— Pooley et al—Reg. Ed.....	4.08	4.69	1963
5181	Grade 9—Vanguard—Pooley et al—Reg. Ed.....	3.72	4.28	1961
5182	Grade 10—Perspectives—Pooley et al—Reg. Ed.....	3.78	4.35	1963
5183	Grade 11—Accent: U.S.A.—Pooley et al—Reg. Ed.....	4.02	4.62	1965

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
The L. W. Singer Company				
5184	Grade 7—Prose and Poetry Journeys— Iverson et al—Reg. Ed.	3.45	3.97	1963
5185	Grade 8—Prose and Poetry Adventures— Iverson et al—Reg. Ed.	3.48	4.00	1963
5186	Grade 9—Prose and Poetry for Enjoyment— McCarthy et al—Reg. Ed.	3.66	4.21	1963
5187	Grade 10—Prose and Poetry for Appreciation— Agnew et al—Reg. Ed.	3.75	4.31	1963
5188	Grade 11—Prose and Poetry of America— McCarthy et al—Reg. Ed.	3.96	4.55	1963
5189	Grade 12—Prose and Poetry of England— Rodabaugh et al—Reg. Ed.	3.99	4.59	1963

3. English Handbooks

Harcourt, Brace & World, Inc.

5190	Grade 9-12—Harbrace Handbook of English— Hodges—2nd Ed.	2.25	2.59	1959
5191	Grade 7—Composition: Models and Exercises 7— Nunan—1st Ed.	1.65	1.90	1965
5192	Grade 10—Composition: Models and Exercises 10— Fleming & Glatthorn—1st Ed.	1.80	2.07	1965
5193	Grade 11—Composition: Models and Exercises 11—Glatthorn & Fleming—1st Ed.	1.95	2.24	1965
5194	Grade 12—Advanced Composition: A Book of Models for Writing—Warriner et al—1st Ed.	2.55	2.93	1961

D. C. Heath and Company

5195	*Grade 7—Heath Handbook of English 7— Christ et al—Reg. Ed.	2.34	2.69	1965
5196	*Grade 8—Heath Handbook of English 8— Christ et al—Reg. Ed.	2.52	2.90	1965
5197	*Grade 9—Heath Handbook of English 9— Christ et al—Reg. Ed.	2.52	2.90	1965
5198	*Grade 10—Heath Handbook of English 10— Christ et al—Reg. Ed.	2.52	2.90	1965
5199	*Grade 11—Heath Handbook of English 11— Christ et al—Reg. Ed.	2.52	2.90	1965
5200	*Grade 12—Heath Handbook of English, Complete Course, Christ et al—Reg. Ed.	2.52	2.90	1965

*Teachers' editions are available without charge on a ratio basis.

McCormick-Mathers Publishing Co.

5201	Grade 7-12—Plain English Handbook—Walsh & Walsh—Clothbound Ed.	1.71	1.97	1966
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McGraw-Hill Book Co. (Webster Div.)

5202	Grade 9-12—McGraw-Hill Handbook of English— Shaffer & Shaw—2nd Ed.	2.91	3.35	1960
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Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Scott, Foresman and Company			
5203	Grade 9-12—The Perrin-Smith Handbook of Current English—Perrin & Smith—Reg. Ed.	4.00	4.60	1962

FOREIGN LANGUAGES

1. French (Elementary and Grades 9-12)

Allyn and Bacon, Inc.

5204	Grade 7-9—Speaking French—Etmekjian et al—Reg. Ed.	3.24	3.73	1963
5205	Grade 9-12—Le Francais Courant I—Etmekjian et al—Reg. Ed.	3.84	4.42	1964
5206	Grade 10-12—Le Francais Courant II—Etmekjian & Caefer—Reg. Ed.	3.87	4.45	1965

Ginn and Company

5207	Grade 3-7—Nous Sommes Amis— LeBlanc—Reg. Ed.	1.38	1.59	1963
5208	Grade 3-7—Comment Dit-on?— Le Blanc—Reg. Ed.	.90	1.04	1963
5209	Grade 9-12—French I—O'Brien—Reg. Ed.	3.60	4.14	1965
5210	Grade 9-12—New First Year French— O'Brien—Reg. Ed.	3.60	4.14	1962
5211	Grade 9-12—New Second Year French— O'Brien—Reg. Ed.	3.90	4.49	1963
5212	Grade 9-12—Advanced French—O'Brien— Reg. Ed.	4.05	4.66	1963

Harcourt, Brace & World, Inc.

5213	Grade 7—A-LM French 7, Level One—First Half—Thompson & Peloro—1st Ed.	1.65	1.90	1964
5214	Grade 8—A-LM French 8—Level One—Second Half—Thompson & Peloro—1st Ed.	1.95	2.24	1964
5215	Grade 9-12—A-LM French: Level One— Thompson & Peloro—1st Ed.	2.40	2.76	1963
5216	Grade 9-12—A-LM French: Level Two— Thompson & Capretz—1st Ed.	2.85	3.28	1962
5217	Grade 9-12—A-LM French: Level Three— Thompson & Capretz—1st Ed.	3.90	4.49	1964
5218	Grade 9-12—A-LM French: Level Four— Thompson & Capretz—1st Ed.	4.50	5.18	1965

D. C. Heath and Company

5219	Grade 9-12—Cours Elementaire de Francais— Dale & Dale—Reg. Ed.	3.51	4.04	1964
5220	Grade 10-12—Cours Moyen de Francais— Dale & Dale—Reg. Ed.	3.72	4.28	1964

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Holt, Rinehart & Winston, Inc.				
5221	Grade 3-6—Introducing French— Holt Staff—Reg. Ed.	2.22	2.55	1964
5222	Grade 3-6—Premier Cours—Holt Staff—Reg. Ed.	2.97	3.42	1965
5223	Grade 7-10—Le Francais: Ecouter Et Parler— Cote et al—Reg. Ed.	3.27	3.76	1962
5224	Grade 8-11—Le Francais: Parler Et Lire—Langellier et al—Reg. Ed.	4.65	5.35	1963
5225	Grade 9-12—Le Francais: Lire, Parler Et Ecrire—Bauer et al—Reg. Ed.	5.40	6.21	1964
5226	Grade 9-11—Le Francais: Book 1— Ernst & Levy—Reg. Ed.	4.35	5.00	1964
5227	Grade 10-12—Le Francais: Book 2— Ernst & Levy—Reg. Ed.	4.65	5.35	1964
Latin American Institute Press, Inc.				
5228	Grade 3-5—First Steps in French— Madrigal & Dulac—1st Ed.	.83	.95	1964
5229	Grade 5-7—Open Door to French— Madrigal & Dulac	2.40	2.75	1963
McGraw-Hill Book Co. (Webster Div.)				
5230	Grade 9-12—Level I—Learning French the Modern Way, Book 1—Evans & Baldwin—1st Ed.	3.03	3.48	1963
5231	Grade 9-12—Level II—Learning French the Modern Way, Book 2—Evans & Baldwin—1st Ed.	3.15	3.62	1963
5232	Grade 9-12—Level III—La France: Une Tapisserie, Politzer et al—1st Ed.	4.11	4.73	1965
Charles E. Merrill Books, Inc.				
5233	Grade 9-10—Le Francais Vivant I— Couture—1st Ed.	3.30	3.80	1965
5234	Grade 10-11—Le Francais Vivant II— Couture—1st Ed.	4.05	4.66	1966
2. German				
Bruce Publishing Company				
5235	Grade 9-12—Deutsch, Erstes Buch— Mueller, 1st Ed.	3.96	4.55	1958
5236	Grade 9-12—Deutsch, Zweites Buch— Mueller, 1st Ed.	3.40	3.91	1959
5237	Grade 9-12—Deutsch, Drittes Buch— Mueller, 1st Ed.	4.00	4.60	1962
Ginn and Company				
5238	Grade 9-12—First Book in German— Chiles—Reg. Ed.	4.20	4.83	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Harcourt, Brace & World, Inc.				
5239	Grade 9-12—A-LM German: Level One— Thompson & Peloro—1st Ed.....	2.40	2.76	1961
5240	Grade 9-12—A-LM German: Level Two— Thompson & Capretz—1st Ed.....	2.85	3.28	1962
5241	Grade 9-12—A-LM German: Level Three— Thompson & Capretz—1st Ed.....	3.90	4.49	1964
5242	Grade 9-12—A-LM German: Level Four— Thompson & Capretz—1st Ed.....	4.50	5.18	1965
D. C. Heath and Company				
5243	Grade 9-12—A First Course in German— Huebener & Newmark—Reg. Ed.....	3.72	4.28	1964
5244	Grade 10-12—A Second Course in German— Huebener & Newmark—Reg. Ed.....	3.39	3.90	1965
3. Latin				
Allyn and Bacon, Inc.				
5245	Grade 9—First Year Latin—Smith et al—Reg. Ed.....	3.90	4.48	1962
5246	Grade 10—Second Year Latin—Scudder & Jenney—Reg. Ed.....	4.23	4.86	1962
5247	Grade 11—Third Year Latin—Jenney & Scudder—Reg. Ed.....	4.32	4.97	1963
5248	Grade 12—Fourth Year Latin—Jenney & Scudder—Reg. Ed.....	4.56	5.24	1964
Harcourt, Brace & World, Inc.				
5249	Grade 9-12—Our Latin Heritage: Book I— Hines et al—1st Ed.....	3.15	3.62	1966
5250	Grade 9-12—Our Latin Heritage: Book II— Hines et al—1st Ed.....	3.45	3.97	1963
Lyons & Carnahan, Inc.				
5251	Grade 9-12—Living with the Romans— (1st Year)—Crabb—Reg. Ed.....	3.45	3.96	1964
5252	Grade 9-12—Rome, A World Power (2nd Year)—Crabb & Small—Reg. Ed.....	3.75	4.31	1964
The Macmillan Company				
5253	*Grade 9—Latin for Americans— Ullman et al—4th Ed.....	3.54	4.07	1962
5254	*Grade 10—Latin for Americans— Ullman et al—4th Ed.....	3.84	4.42	1962
5255	*Grade 11-12—Latin for Americans— Ullman & Suskin—Reg. Ed.....	4.29	4.93	1965

*Teachers' editions are available without charge on a ratio basis.

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Charles E. Merrill Books, Inc.				
5256	Grade 9-10—Latin: Our Living Heritage, Book I—Breslove et al—1st Ed.....	3.42	3.93	1962
5257	Grade 10-11—Latin: Our Living Heritage, Book II—Breslove et al—1st Ed.....	3.63	4.17	1962
5258	Grade 11-12—Latin: Our Living Heritage, Book III—Gillingham & Barrett—1st Ed.....	4.20	4.83	1964
Scott, Foresman and Company				
5259	Grade 9—Using Latin 1—Horn et al—Reg. Ed.....	3.48	4.00	1961
5260	Grade 10—Using Latin 2—Horn et al—Reg. Ed.....	3.69	4.24	1963
5261	Grade 11—Using Latin 3— Horn & Gummere—Reg. Ed.....	4.29	4.93	1954
5262	Grade 12—The Aeneid of Vergil, Books 1-6, with Ovid—Knapp—Reg. Ed.....	3.75	4.31	1951
4. Russian				
Allyn and Bacon, Inc.				
5263	Grade 9-12—Elements of Russian— Ornstein & Howes—Reg. Ed.....	3.75	4.31	1964
Bruce Publishing Company				
5264	Grade 9-12—Russian, First Course, Part I— Poltoratzky & Zarechnak—1st Ed.....	3.60	4.14	1960
5265	Grade 9-12—Russian, First Course, Part II— Poltoratzky & Zarechnak—1st Ed.....	4.20	4.83	1961
5266	Grade 9-12—Russian, Second Course— Poltoratzky—1st Ed.....	5.20	5.98	1965
Harcourt, Brace & World, Inc.				
5267	Grade 9-12—A-LM Russian: Level One— Thompson & Peloro—1st Ed.....	2.40	2.76	1963
5268	Grade 9-12—A-LM Russian: Level Two— Thompson & Capretz—1st Ed.....	2.85	3.28	1963
5269	Grade 9-12—A-LM Russian: Level Three— Thompson & Capretz—1st Ed.....	3.90	4.49	1965
5270	Grade 9-12—A-LM Russian: Level Four— Thompson & Capretz—1st Ed.....	4.50	5.18	1965
5. Spanish (Elementary and Grades 9-12)				
Allyn & Bacon, Inc.				
5271	Grade 8—Speaking Spanish— Ginsburg & Nassi—Reg. Ed.....	3.18	3.66	1962
5272	Grade 9—Primera Vista—Ginsburg & Nassi—Reg. Ed.....	3.90	4.48	1964

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5273	Grade 10—Segunda Vista—Ginsburg & Nassi—Reg. Ed.....	3.96	4.55	1961
	Banks Upshaw and Co. (Division of National Textbook Corp.)			
5274	Grade 2-4—Let's Talk Spanish, Book I— Vogan—2nd Ed.....	1.88	2.16	1962
5275	Grade 2-4—Let's Talk Spanish, Book II— Vogan—2nd Ed.....	1.88	2.16	1962
	W. S. Benson and Company			
5276	Grade 3—Mis Primeros Pasos—Rivera.....	2.25	2.59	1966
5277	Grade 4—De Camino—Rivera.....	2.23	2.62	1966
5278	Grade 5—Caminando y Aprendiendo—Rivera.....	2.31	2.66	1966
5279	Grade 6—Viajar y Aprender—Rivera.....	2.34	2.69	1966
	Ginn and Company			
5280	Grade 3-7—Como se Dice?—Scott—Reg. Ed.....	.90	1.04	1963
5281	Grade 3-7—Somos Amigos—Scott—Reg. Ed.....	1.38	1.59	1963
5282	Grade 4-7—Somos Amigos—Libro Segundo—Scott— Reg. Ed.....	2.16	2.48	1965
5283	Grade 9-12—Spanish: Oral Approach I— Michalski—Reg. Ed.....	3.15	3.63	1965
	Harcourt, Brace & World, Inc.			
5284	Grade 7—A-LM Spanish 7, Level One—First Half—Thompson & Peloro—1st Ed.....	1.65	1.90	1964
5285	Grade 8—A-LM Spanish 8, Level One—Second Half—Thompson & Peloro—1st Ed.....	1.95	2.24	1964
5286	Grade 9-12—A-LM Spanish: Level One— Thompson & Peloro—1st Ed.....	2.40	2.76	1963
5287	Grade 9-12—A-LM Spanish: Level Two— Thompson & Capretz—1st Ed.....	2.85	3.28	1962
5288	Grade 9-12—A-LM Spanish: Level Three— Thompson & Capretz—1st Ed.....	3.90	4.49	1964
5289	Grade 9-12—A-LM Spanish: Level Four— Thompson & Capretz—1st Ed.....	4.50	5.18	1965
	D. C. Heath and Company			
5290	Grade 9-12—El Espanol Al Dia, Book 1— Turk & Allen—Reg. Ed.....	3.84	4.42	1963
5291	Grade 9-12—El Espanol Al Dia, Book 2— Turk & Allen—Reg. Ed.....	3.84	4.42	1964
	Holt, Rinehart & Winston, Inc.			
5292	Grade 3-6—Introducing Spanish— Holt Staff—Reg. Ed.....	2.22	2.55	1964
5293	Grade 4-6—Primer Curso—Holt Staff—Reg. Ed.....	2.91	3.35	1964
5294	Grade 5-6—Segundo Curso—Holt Staff—Reg. Ed.....	2.97	3.42	1965

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5295	Grade 5-6—Para Empezar—Holt Staff—Reg. Ed.....	3.15	3.62	1965
5296	Grade 7-10—Espanol: Entender y Hablar—LaGrone et al—Reg. Ed.....	3.27	3.76	1961
5297	Grade 8-11—Espanol: Hablar y Leer— LaGrone et al—Reg. Ed.....	4.65	5.35	1962
5298	Grade 9-12—Espanol: Leer, Hablar et Escribir—Keesee et al—Reg. Ed.....	5.40	6.21	1963
Houghton Mifflin Company				
5299	Grade 9-12—El Camino Real, Book I— Jarrett & McManus—Reg. Ed.....	4.20	4.83	1960
5300	Grade 9-12—El Camino Real, Book II— Jarrett—Reg. Ed.....	4.26	4.90	1958
Latin American Institute Press, Inc.				
5301	Grade 3-5—First Steps in Spanish—Madrigal.....	.83	.95	1961
5302	Grade 5-7—Open Door to Spanish—Madrigal.....	2.40	2.75	1959
McGraw-Hill Book Co. (Webster Div.)				
5303	Grade 9-12—Level I—Learning Spanish the Modern Way, Book 1—Brenes et al—1st Ed.....	3.03	3.48	1963
5304	Grade 9-12—Level II—Learning Spanish the Modern Way, Book 2—Brenes et al—1st Ed.....	3.15	3.62	1963
5305	Grade 9-12—Level III—Galeria Hispanica— Lado et al—1st Ed.....	4.20	4.83	1965
Charles E. Merrill Books, Inc.				
5306	Grade 6-7—Mi Libro de Espanol— Brady—1st Ed.....	2.25	2.59	1965
5307	Grade 7-8—Adelante—Brady—1st Ed.....	2.25	2.59	1965
5308	Grade 9-10—Espanol Moderno I— Brady & Oberhelman—1st Ed.....	2.85	3.28	1964
5309	Grade 10-11—Espanol Moderno II— Brady & Oberhelman—1st Ed.....	3.90	4.49	1965

SPELLING

Allyn & Bacon, Inc.

5310	Grade 2—You Can Spell—Petty & Plessas—Reg. Ed.....	1.35	1.55	1964
5311	Grade 3—You Can Spell—Petty & Plessas—Reg. Ed.....	1.35	1.55	1964
5312	Grade 4—You Can Spell—Petty & Plessas—Reg. Ed.....	1.35	1.55	1964
5313	Grade 5—You Can Spell—Petty & Plessas—Reg. Ed.....	1.35	1.55	1964
5314	Grade 6—You Can Spell—Petty & Plessas—Reg. Ed.....	1.35	1.55	1964
5315	Grade 7—You Can Spell—Petty & Plessas—Reg. Ed.....	1.35	1.55	1964

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5316	Grade 8—You Can Spell—Petty & Plessas—Reg. Ed.....	1.35	1.55	1964
Follett Publishing Company				
5317	Grade 2—Patterns in Spelling and Writing— Botel et al—1st Ed., Book B.....	1.56	1.79	1964
5318	Grade 3—Patterns in Spelling and Writing— Botel et al—1st Ed., Book C.....	1.56	1.79	1964
5319	Grade 4—Patterns in Spelling and Writing— Botel et al—1st Ed., Book D.....	1.56	1.79	1964
5320	Grade 5—Patterns in Spelling and Writing— Botel et al—1st Ed., Book E.....	1.56	1.79	1965
5321	Grade 6—Patterns in Spelling and Writing— Botel et al—1st Ed., Book F.....	1.56	1.79	1965
Ginn and Company				
5322	Grade 2—Spelling—Horrocks & Staiger—Reg. Ed.....	1.53	1.76	1965
5323	Grade 3—Spelling—Horrocks & Staiger—Reg. Ed.....	1.53	1.76	1965
5324	Grade 4—Spelling—Horrocks & Staiger—Reg. Ed.....	1.56	1.79	1965
5325	Grade 5—Spelling—Horrocks & Staiger—Reg. Ed.....	1.56	1.79	1965
5326	Grade 6—Spelling—Horrocks & Staiger—Reg. Ed.....	1.56	1.79	1965
5327	Grade 7—Spelling—Horrocks & Staiger—Reg. Ed.....	1.56	1.79	1965
Harcourt, Brace & World, Inc.				
5328	Grade 2—Sound and Sense in Spelling— Madden et al—1st Ed.....	1.50	1.73	1964
5329	Grade 3—Sound and Sense in Spelling— Madden et al—1st Ed.....	1.50	1.73	1964
5330	Grade 4—Sound and Sense in Spelling— Madden et al—1st Ed.....	1.50	1.73	1964
5331	Grade 5—Sound and Sense in Spelling— Madden et al—1st Ed.....	1.50	1.73	1964
5332	Grade 6—Sound and Sense in Spelling— Madden et al—1st Ed.....	1.50	1.73	1964
5333	Grade 7—Sound and Sense in Spelling— Madden et al—1st Ed.....	1.50	1.73	1964
5334	Grade 8—Sound and Sense in Spelling— Madden et al—1st Ed.....	1.50	1.73	1964
Harper & Row Publishers, Inc.				
5335	*Grade 2—Harper/Row Basic Speller— O'Donnell et al—Reg. Ed.....	1.56	1.79	1965
5336	*Grade 3—Harper/Row Basic Speller— O'Donnell et al—Reg. Ed.....	1.56	1.79	1965
5337	*Grade 4—Harper/Row Basic Speller— O'Donnell et al—Reg. Ed.....	1.56	1.79	1965
5338	*Grade 5—Harper/Row Basic Speller— O'Donnell et al—Reg. Ed.....	1.56	1.79	1965
5339	*Grade 6—Harper/Row Basic Speller— O'Donnell et al—Reg. Ed.....	1.56	1.79	1965

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5340	*Grade 7—Harper/Row Basic Speller— O'Donnell et al—Reg. Ed.	1.56	1.79	1965
5341	*Grade 8—Harper/Row Basic Speller—O'Donnell et al—Reg. Ed.	1.56	1.79	1965

*Teachers' editions are available without charge on a ratio basis.

J. B. Lippincott Company

5342	Grade 2—Basic Spelling Keys— Glim & Manchester—1st Ed.	1.50	1.73	1963
5343	Grade 3—Basic Spelling Keys— Glim & Manchester—1st Ed.	1.50	1.73	1963
5344	Grade 4—Basic Spelling Keys— Glim & Manchester—1st Ed.	1.50	1.73	1963
5345	Grade 5—Basic Spelling Keys— Glim & Manchester—1st Ed.	1.50	1.73	1963
5346	Grade 6—Basic Spelling Keys— Glim & Manchester—1st Ed.	1.50	1.73	1963
5347	Grade 7—Basic Spelling Keys— Glim & Manchester—1st Ed.	1.50	1.73	1963
5348	Grade 8—Basic Spelling Keys— Glim & Manchester—1st Ed.	1.50	1.73	1963

Lyons & Carnahan, Inc.

5349	Grade 2—My Word Book (Manuscript)— Rogers et al—Reg. Ed.	1.56	1.79	1966
5350	Grade 2—My Word Book (Manuscript-Cursive)— Rogers et al—Reg. Ed.	1.56	1.79	1966
5351	Grade 3—My Word Book—Rogers et al—Reg. Ed.	1.56	1.79	1966
5352	Grade 4—My Word Book—Rogers et al—Reg. Ed.	1.56	1.79	1966
5353	Grade 5—My Word Book—Rogers et al—Reg. Ed.	1.56	1.79	1966
5354	Grade 6—My Word Book—Rogers et al—Reg. Ed.	1.56	1.79	1966
5355	Grade 7—Spelling—Rogers et al—Reg. Ed.	1.56	1.79	1966
5356	Grade 8—Spelling—Rogers et al—Reg. Ed.	1.56	1.79	1966

McCormick-Mathers Publishing Company

5357	Grade 2—Skills in Spelling—Bremer & Long	1.35	1.55	1964
5358	Grade 3—Skills in Spelling—Bremer & Long	1.35	1.55	1964
5359	Grade 4—Skills in Spelling—Bremer & Long	1.35	1.55	1964
5360	Grade 5—Skills in Spelling—Bremer & Long	1.35	1.55	1964
5361	Grade 6—Skills in Spelling—Bremer & Long	1.35	1.55	1964
5362	Grade 7—Skills in Spelling—Bremer & Prouse	1.35	1.55	1964
5363	Grade 8—Skills in Spelling—Bremer & Prouse	1.35	1.55	1964

McGraw-Hill Book Co. (Webster Div.)

5364	Grade 2—Basic Goals in Spelling— Kottmeyer & Ware—2nd Ed.	1.77	2.04	1964
5365	Grade 3—Basic Goals in Spelling— Kottmeyer & Ware—2nd Ed.	1.77	2.04	1964
5366	Grade 4—Basic Goals in Spelling— Kottmeyer & Ware—2nd Ed.	1.77	2.04	1964

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5367	Grade 5—Basic Goals in Spelling— Kottmeyer & Ware—2nd Ed.....	1.77	2.04	1964
5368	Grade 6—Basic Goals in Spelling— Kottmeyer & Ware—2nd Ed.....	1.77	2.04	1964
5369	Grade 7—Basic Goals in Spelling— Kottmeyer & Ware—2nd Ed.....	1.77	2.04	1964
5370	Grade 8—Basic Goals in Spelling— Kottmeyer & Ware—2nd Ed.....	1.77	2.04	1964
Charles E. Merrill Books, Inc.				
5371	Grade 2—Spelling for Word Mastery— Patton & Johnson, Enlarged Ed.....	1.32	1.52	1963
5372	Grade 3—Spelling for Word Mastery— Patton & Johnson, Enlarged Ed.....	1.32	1.52	1963
5373	Grade 4—Spelling for Word Mastery— Patton & Johnson, Enlarged Ed.....	1.32	1.52	1963
5374	Grade 5—Spelling for Word Mastery— Patton & Johnson, Enlarged Ed.....	1.32	1.52	1963
5375	Grade 6—Spelling for Word Mastery— Patton & Johnson, Enlarged Ed.....	1.32	1.52	1963
5376	Grade 7—Spelling for Word Mastery— Patton & Johnson, Enlarged Ed.....	1.32	1.52	1963
5377	Grade 8—Spelling for Word Mastery— Patton & Johnson, Enlarged Ed.....	1.32	1.52	1963
Silver Burdett Company				
5378	*Grade 2—Spell Correctly—Benthul et al—Reg. Ed.....	1.44	1.66	1965
5379	*Grade 3—Spell Correctly—Benthul et al—Reg. Ed.....	1.44	1.66	1965
5380	*Grade 4—Spell Correctly—Benthul et al—Reg. Ed.....	1.44	1.66	1965
5381	*Grade 5—Spell Correctly—Benthul et al—Reg. Ed.....	1.44	1.66	1965
5382	*Grade 6—Spell Correctly—Benthul et al—Reg. Ed.....	1.44	1.66	1965
5383	*Grade 7—Spell Correctly—Benthul et al—Reg. Ed.....	1.44	1.66	1965
5384	*Grade 8—Spell Correctly—Benthul et al—Reg. Ed.....	1.44	1.66	1965
*Teachers' editions are available without charge on a ratio basis.				
The L. W. Singer Company				
5385	*Grade 2—Spellingtime B—Hildreth et al—Reg. Ed.....	1.50	1.73	1966
5386	*Grade 3—Spellingtime C—Hildreth et al—Reg. Ed.....	1.50	1.73	1966
5387	*Grade 4—Spellingtime D—Hildreth et al—Reg. Ed.....	1.50	1.73	1966
5388	*Grade 5—Spellingtime E—Hildreth et al—Reg. Ed.....	1.50	1.73	1966

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5389	*Grade 6—Spellingtime F—Hildreth et al—Reg. Ed.....	1.50	1.73	1966
5390	*Grade 7—Spellingtime X—Hildreth et al—Reg. Ed.....	1.50	1.73	1966
5391	*Grade 8—Spellingtime Y—Hildreth et al—Reg. Ed.....	1.50	1.73	1966

*Teachers' editions are available without charge on a ratio basis.

WRITING

Bobbs-Merrill Company, Inc.

5392	Grade 1—I Learn to Write—Davidson & Veal, Non-Consumable Ed.....	.35	.40	1958
5393	Grade 2—I Learn to Write—Davidson & Veal, Non-Consumable Ed.....	.35	.40	1959
5394	Grade 3—I Learn to Write—Davidson & Veal, Non-Consumable Ed.....	.35	.40	1959
5395	Grade 4—I Learn to Write—Davidson & Veal, Non-Consumable Ed.....	.35	.40	1959
5396	Grade 5—I Learn to Write—Davidson & Veal, Non-Consumable Ed.....	.35	.40	1959
5397	Grade 6—I Learn to Write—Davidson & Veal, Non-Consumable Ed.....	.35	.40	1959
5398	Grade 7—I Learn to Write—Davidson & Veal, Non-Consumable Ed.....	.35	.40	1960
5399	Grade 8—I Learn to Write—Davidson & Veal, Non-Consumable Ed.....	.35	.40	1960

The Macmillan Company

5400	*Grade 1—Adventures in Handwriting— Peterson—Reg. Ed.....	.63	.72	1964
5401	*Grade 2—Adventures in Handwriting— Peterson—Reg. Ed.....	.63	.72	1964
5402	*Grade 3—Adventures in Handwriting— Peterson—Reg. Ed.....	.51	.59	1964
5403	*Grade 4—Adventures in Handwriting— Peterson—Reg. Ed.....	.51	.59	1964
5404	*Grade 5—Adventures in Handwriting— Peterson—Reg. Ed.....	.51	.59	1964
5405	*Grade 6—Adventures in Handwriting— Peterson—Reg. Ed.....	.51	.59	1964
5406	*Grade 7—Adventures in Handwriting— Peterson—Reg. Ed.....	.51	.59	1964
5407	*Grade 8—Adventures in Handwriting— Peterson—Reg. Ed.....	.51	.59	1965

*Teachers' editions available without charge on a ratio basis.

Noble and Noble Publishers, Inc.

5408	Grade 1—Better Handwriting for Everyone—Noble—Reg. Ed.....	.31	.35	1962
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Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5409	Grade 2—Better Handwriting for Everyone—Noble—Reg. Ed.....	.31	.35	1962
5410	Grade 3—Better Handwriting for Everyone—Noble—Reg. Ed.....	.31	.35	1962
5411	Grade 4—Better Handwriting for Everyone—Noble—Reg. Ed.....	.31	.35	1962
5412	Grade 5—Better Handwriting for Everyone—Noble—Reg. Ed.....	.31	.35	1962
5413	Grade 6—Better Handwriting for Everyone—Noble—Reg. Ed.....	.31	.35	1962
5414	Grade 7—Better Handwriting for Everyone—Noble—Reg. Ed.....	.31	.35	1962
5415	Grade 8—Better Handwriting for Everyone—Noble—Reg. Ed.....	.31	.35	1962
The A. N. Palmer Company				
5416	Grade 1—My First Writing Book—King, Manuscript Writing the Easy Way Ed.....	.46	.50	1963
5417	Grade 2—My Second Writing Book—King, Manuscript Writing the Easy Way Ed.....	.46	.50	1963
5418	Grade 2-3—(Transition)—My Guide Book—King, Cursive Writing the Easy Way Ed.....	.32	.35	1963
5419	Grade 3—My Guide Book—King, Cursive Writing the Easy Way Ed.....	.32	.35	1963
5420	Grade 4—My Guide Book—King, Cursive Writing the Easy Way Ed.....	.32	.35	1963
5421	Grade 5—My Guide Book—King, Cursive Writing the Easy Way Ed.....	.32	.35	1963
5422	Grade 6—My Guide Book—King, Cursive Writing the Easy Way Ed.....	.32	.35	1963
5423	Grade 7—My Guide Book—King, Cursive Writing the Easy Way Ed.....	.32	.35	1963
5424	Grade 8—My Guide Book—King, Cursive Writing the Easy Way Ed.....	.32	.35	1963
Steck-Vaughn Company				
5425	*Grade 1—Imaginary Line Handwriting— Townsend, Text Ed.....	.36	.41	1966
5426	*Grade 2—Imaginary Line Handwriting— Townsend, Text Ed.....	.36	.41	1966
5427	*Grade 2-3 (Transition)—Imaginary Line Hand- writing—Beginning Cursive—Townsend, Text Ed.....	.30	.35	1966
5428	*Grade 3—Imaginary Line Handwriting— Townsend, Text Ed.....	.30	.35	1966
5429	*Grade 4—Imaginary Line Handwriting— Townsend, Text Ed.....	.30	.35	1966
5430	*Grade 5—Imaginary Line Handwriting— Townsend, Text Ed.....	.30	.35	1966
5431	*Grade 6—Imaginary Line Handwriting— Townsend, Text Ed.....	.30	.35	1966

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5432	*Grade 7—Imaginary Line Handwriting— Townsend, Text Ed.....	.30	.35	1966
5433	*Grade 8—Imaginary Line Handwriting— Townsend, Text Ed.....	.30	.35	1966

*Teachers' editions are available without charge on a ratio basis.

The Zaner-Bloser Company

5434	*Grade 1—Starting to Write Compendium (Manuscript)—Freeman—Guiding Growth in Handwriting Ed.....	.37	.43	1959
5435	*Grade 2—Writing Better Each Day Compendium (Manuscript)—Freeman—Guiding Growth in Handwriting Ed.....	.31	.36	1959
5436	*Grade 2—Writing Better Each Day Compendium (Transition)—Freeman—Guiding Growth in Handwriting Ed.....	.37	.43	1959
5437	*Grade 3—Learning a New Way Compendium (Transition)—Freeman—Guiding Growth in Handwriting Ed.....	.37	.43	1959
5438	*Grade 3—Learning a New Way Compendium (Cursive)—Freeman—Guiding Growth in Handwriting Ed.....	.31	.36	1959
5439	*Grade 4—Seeing Our Progress Compendium— Freeman—Guiding Growth in Handwriting Ed.....	.31	.36	1959
5440	*Grade 5—Improving Our Writing Compendium— Freeman—Guiding Growth in Handwriting Ed.....	.31	.36	1959
5441	*Grade 6—Gaining in Skill Compendium— Freeman—Guiding Growth in Handwriting Ed.....	.31	.36	1959
5442	*Grade 7—Writing Legibly Compendium— Freeman—Guiding Growth in Handwriting Ed.....	.31	.36	1959
5443	*Grade 8—Reaching Our Goal Compendium—Freeman—Guiding Growth in Handwriting Ed.....	.31	.36	1959

*Teachers' editions are available without charge on a ratio basis.

SPEECH

Harcourt, Brace & World, Inc.

5444	Grade 7-9—Your Speech—Griffith et al—2nd Ed.....	3.45	3.97	1960
5445	Holt, Rinehart, & Winston, Inc. Grade 9-12—Modern Speech—Irwin & Rosenberger—Reg. Ed.....	4.05	4.66	1961

J. B. Lippincott Company

5446	Grade 9-12—New American Speech— Hedde et al—2nd Ed.....	3.90	4.49	1963
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Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	McGraw-Hill Book Co. (Webster Div.)			
5447	Grade 9-12—The Stage and the School— Ommanney, 3rd Ed. (SUPPLEMENTARY).....	4.68	5.38	1960
	The Macmillan Company			
5448	Grade 9-12—Speak Up—Adams & Pollock—Rev. Ed.....	3.75	4.31	1964
	Noble and Noble Publishers, Inc.			
5449	Grade 7-9—Building Better Speech— Brandes & Smith—Reg. Ed.....	3.84	4.41	1964
	Scott, Foresman and Company			
5450	Grade 9-12—Speech in Action—Robinson & Lee—Reg. Ed.....	3.63	4.17	1965

DICTIONARIES (Elementary, Secondary, and Advanced)

	American Book Company			
5451	*Grade 3-8—New Elementary Dictionary— Webster—Reg. Ed.....	2.67	3.07	196b
5452	*Grade 3-8—New Practical School Dictionary: A New Dictionary for Boys and Girls— Webster—Reg. Ed.....	2.88	3.31	1964
5453	Grade 3-8—New Practical School Dictionary: A New Dictionary for Boys and Girls (Indexed)—Webster—Reg. Ed.....	3.36	3.86	1964
5454	*Grade 9-12—New Students Dictionary— (Plain)—Webster—Reg. Ed.....	3.87	4.45	1964
5455	Grade 9-12—New Students Dictionary— (Indexed)—Webster—Reg. Ed.....	4.38	5.03	1964
5456	Grade 9-12—Seventh New Collegiate Dictionary #8 (Plain)—Webster—Reg. Ed.....	4.32	4.96	1963
5457	Grade 9-12—Seventh New Collegiate Dictionary #9 (Indexed)—Webster—Reg. Ed.....	5.07	5.83	1963
	*Teachers' editions are available without charge on a ratio basis.			
	Harcourt, Brace & World, Inc.			
5458	Grade 9-12—Standard College Dictionary— Text Ed.—(Plain)—Michaelis—1st Ed.....	4.88	5.61	1963
5459	Grade 9-12—Standard College Dictionary: Text Ed.—(Indexed)—Michaelis et al—1st Ed.....	5.63	6.47	1963
	Holt, Rinehart & Winston, Inc.			
5460	Grade 3-5—Basic Dictionary of American English—Holt Staff, Plain Ed.....	2.91	3.35	1962
5461	Grade 5-9—Winston Dictionary for Schools— Holt Staff, Plain Ed.....	3.18	3.66	1963
5462	Grade 9-12—Winston Senior Dictionary— Holt Staff, Plain Ed.....	3.84	4.42	1957

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	The Macmillan Company			
5463	Grade 4-8—New World Dictionary— Webster, Elem. Ed.....	2.79	3.21	1961
5464	Grade 7-12—Macmillan Students Edition of the Concise Webster's New World Dictionary— Webster, Concise Ed.....	3.24	3.73	1960
5465	Grade 10-12—New World Dictionary of the American Language—(Plain) Webster, College Ed.....	4.47	5.14	1960
5466	Grade 10-12—New World Dictionary of the American Language—(Indexed) Webster, College Ed.....	5.25	6.04	1961
	Scott, Foresman and Company			
5467	Grade 3-4—Thorndike-Barnhart Beginning Dictionary —Thorndike & Barnhart—Reg. Ed.....	2.73	3.14	1964
5468	Grade 5-6—Thorndike-Barnhart Junior Dictionary— Thorndike & Barnhart—Reg. Ed.....	2.85	3.28	1965
5469	Grade 7-8—Thorndike-Barnhart Advanced Junior Dictionary—Thorndike & Barnhart—Reg. Ed.....	3.15	3.62	1965
5470	Grade 9-12—Thorndike-Barnhart High School Dictionary—(Plain) Thorndike & Barnhart— Reg. Ed.....	3.84	4.42	1965
5471	Grade 9-12—Thorndike-Barnhart High School Dictionary—(Indexed) Thorndike & Barnhart—Reg. Ed.....	4.50	5.18	1965
	The L. W. Singer Company			
5472	Grade 9-12—The American College Dictionary— (Plain) Barnhart et al—Reg. Ed.....	4.31	4.96	1964
5473	Grade 9-12—The American College Dictionary (Indexed) Barnhart et al—Reg. Ed.....	5.06	5.82	1964

JOURNALISM

	Allyn and Bacon, Inc.			
5474	Grade 9-12—News in Print—Post & Snodgrass—Reg. Ed.....	3.24	3.73	1961
	Holt, Rinehart & Winston, Inc.			
5475	Grade 9-12—Modern Journalism— Miller—Reg. Ed.....	3.51	4.04	1962
	The Macmillan Company			
5476	Grade 9-12—High School Journalism— Spears—3rd Rev. Ed.....	4.11	4.73	1964
	Prentice-Hall, Inc.			
5477	Grade 9-12—Press Time—Adams & Stratton—1st Ed.....	3.99	4.59	1963

SECTION III

Contracts Begin July 1, 1965

5-Year Listing, Contracts Expire June 30, 1970

AGRICULTURE

1. Agronomy (Including Soils)

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Interstate Printers and Publishers, Inc.			
432	Grade 9-12—Our Soils and Their Management— Donahue—2nd Ed.....	3.94	4.53	1961
433	Grade 9-12—Pastures for the South—King—4th Ed.....	3.30	3.80	1963
434	Grade 9-12—Using Commercial Fertilizers— McVickar—2nd Ed.....	2.96	3.40	1961
	Prentice-Hall, Inc.			
435	Grade 9-12—Crop Production—Delorit et al—2nd Ed.....	5.19	5.97	1959
436	Grade 9-12—Profitable Soil Management—Knuti et al—1st Ed.....	4.68	5.38	1962
437	Grade 9-12—Profitable Southern Crops—Walton and Holt—1st Ed.....	4.92	5.66	1959

2. Conservation

	Interstate Printers and Publishers, Inc.			
438	Grade 9-12—Approved Practices in Soil Conservation—Foster—3rd Ed.....	2.63	3.02	1964
439	Grade 9-12—Our Natural Resources—McNall—2nd Ed..	3.56	4.09	1964

3. Dairying

	Interstate Printers and Publishers, Inc.			
440	Grade 9-12—Approved Practices in Dairying— Juergenson and Mortenson—2nd Ed.....	2.63	3.02	1960
	Prentice-Hall, Inc.			
441	Grade 9-12—Dairy Production—Diggins and Bundy—2nd Ed.....	4.92	5.66	1961
	John Wiley and Sons, Inc.			
442	Grade 10-12—Dairy Cattle Feeding and Management— Reaves and Henderson—5th Ed.....	7.96	9.15	1963

4. Farm Management

	Interstate Printers and Publishers, Inc.			
443	Grade 9-12—The Farm Management Handbook— Hall and Mortenson—4th Ed.....	3.71	4.27	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Prentice-Hall, Inc.			
444	Grade 9-12—Profitable Farm Management—Bryant and Hamilton—2nd Ed.....	4.86	5.59	1963
	Turner E. Smith and Co.			
445	Grade 8-12—Better Farm Management—King and Hardin—Reg. Ed.....	2.96	3.40	1956
5. Agricultural Mechanics				
	Bruce Publishing Company			
446	Grade 9-12—Adequate Wiring for Home and Farm— Jones and Johnston—1st Ed.....	3.36	3.86	1963
	Interstate Printers and Publishers, Inc.			
447	Grade 9-12—Farm Mechanics Text and Handbook— Phipps et al—6th Ed.....	3.71	4.27	1959
448	Grade 9-12—Farm Tractor Maintenance—Brown and Morrison—3rd Ed.....	2.74	3.15	1962
449	Grade 9-12—Ideas for Farm Mechanics Projects and Activities—Phipps and Jenne—1st Ed.....	3.56	4.09	1962
450	Grade 9-12—600 More Things to Make for the Farm and Home—Cook and Phipps—1st Ed.....	3.00	3.45	1952
	McGraw-Hill Book Co. (Webster Division)			
451	Grade 10—Shopwork on the Farm—Jones—2nd Ed.....	4.65	5.35	1955
	Prentice-Hall, Inc.			
452	Grade 9-12—Modern Farm Power—Promersberger and Bishop—1st Ed.....	5.19	5.97	1962
6. General (more than one area)				
	Interstate Printers and Publishers, Inc.			
453	Grade 9-12—Approved Practices in Beautifying the Home Grounds—Hoover—2nd Ed.....	2.63	3.02	1959
454	Grade 9-12—Approved Practices in Fruit Production— Scheer and Juergenson—1st Ed.....	2.81	3.23	1964
455	Grade 9-12—Manual of Southern Forestry—Weaver and Anderson—1st Ed.....	3.38	3.89	1954
456	Grade 9-12—Raising Vegetables—Ware and McCollum—2nd Ed.....	4.13	4.75	1959
	Prentice-Hall, Inc.			
457	Grade 8-9—Exploring Agriculture—Evans and Donahue—2nd Ed.....	4.53	5.21	1963
458	Grade 9-12—Fruit Growing—Schneider and Scarborough—1st Ed.....	5.04	5.80	1960
	Turner E. Smith and Co.			
459	Grade 8-12—Forestry in the South—Mobley and Hoskins—Reg. Ed.....	2.96	3.40	1956

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
460	Grade 8-12—Southern Horticulture—Stuckey—Reg. Ed...	2.81	3.23	1951
7. Livestock (General or Single Enterprises)				
Interstate Printers and Publishers, Inc.				
461	Grade 9-12—Approved Practices in Beef Cattle Production—Juergenson—3rd Ed.....	2.63	3.02	1964
462	Grade 9-12—Approved Practices in Sheep Production— Juergenson—2nd Ed.....	2.63	3.02	1963
463	Grade 9-12—Horses and Horsemanship—Ensminger— 3rd Ed.....	4.31	4.96	1963
464	Grade 9-12—Livestock Judging Handbook—Nordby et al—9th Ed.....	3.71	4.27	1962
465	Grade 9-12—Selecting, Fitting, and Showing Beef Cattle—Nordby and Lattig—7th Ed.....	1.13	1.30	1962
466	Grade 9-12—Selecting, Fitting, and Showing Dairy Cattle—Nordby and Lattig—7th Ed.....	1.13	1.30	1961
467	Grade 9-12—Selecting, Fitting, and Showing Horses— Nordby and Lattig—7th Ed.....	1.13	1.30	1963
468	Grade 9-12—Selecting, Fitting, and Showing Poultry—Nordby and Lattig—7th Ed.....	1.13	1.30	1964
469	Grade 9-12—Selecting, Fitting, and Showing Sheep— Nordby and Lattig—6th Ed.....	1.13	1.30	1962
470	Grade 9-12—Selecting, Fitting, and Showing Swine— Nordby and Lattig—6th Ed.....	1.13	1.30	1961
471	Grade 9-12—Southern Hog Growing—Scarborough— 1st Ed.....	3.00	3.45	1958
Prentice-Hall, Inc.				
472	Grade 9-12—Beef Production—Diggins and Bundy— 2nd Ed.....	4.62	5.31	1962
473	Grade 9-12—Livestock and Poultry Production— Bundy and Diggins—2nd Ed.....	5.22	6.00	1961
474	Grade 9-12—Sheep Production—Diggins and Bundy— 1st Ed.....	4.92	5.66	1958
475	Grade 9-12—Swine Production—Bundy and Diggins— 2nd Ed.....	4.65	5.35	1963
8. Poultry				
Interstate Printers and Publishers, Inc.				
476	Grade 9-12—Approved Practices in Poultry Production—Biddle and Juergenson—3rd Ed.....	2.63	3.02	1963
Prentice-Hall, Inc.				
477	Grade 9-12—Poultry Production—Bundy and Diggins—1st Ed.....	4.62	5.31	1960
478	Grade 9-12—Your Future in Poultry Farming— Goodman and Tudor—1st Ed.....	4.92	5.66	1960

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
9. Special				
	Interstate Printers and Publishers, Inc.			
479	Grade 9-12—Domestic Rabbit Production— Templeton—3rd Ed.....	2.96	3.40	1962
10. Animal Nutrition				
	Interstate Printers and Publisher, Inc.			
480	Grade 9-12—Approved Practices in Feeds and Feeding—Cassard and Juergenson—3rd Ed.....	2.63	3.02	1963
11. Agricultural Occupations and Guidance				
	Interstate Printers and Publishers, Inc.			
481	Grade 9-12—Agriculture in Our Lives—Krebs— 2nd Ed.....	3.75	4.31	1964
482	Grade 9-12—Handbook of Agricultural Occupations— Hoover—1st Ed.....	3.56	4.09	1963
12. Animal Science				
	Interstate Printers and Publishers, Inc.			
483	Grade 9-12—Animal Sanitation and Disease Control— Dykstra—6th Ed.....	4.13	4.75	1961
484	Grade 9-12—Animal Science—Ensminger—5th Ed.....	5.62	6.46	1962
485	Grade 9-12—The Stockman's Handbook— Ensminger—3rd Ed.....	5.62	6.46	1962
	Prentice-Hall, Inc.			
486	Grade 9-12—Judging Livestock, Dairy Cattle, Poultry, and Crops—Youtz and Carlson—1st Ed.....	4.14	4.76	1962
13. Plant Science				
	Interstate Printers and Publishers, Inc.			
487	Grade 9-12—Producing Farm Crops—Wilson and Richer—1st Ed.....	3.38	3.89	1960
14. Agricultural Arithmetic				
	Interstate Printers and Publishers, Inc.			
488	Grade 9-12—Arithmetic in Agriculture—Fenske et al—3rd Ed.....	2.25	2.59	1951
15. Agricultural Marketing				
	Interstate Printers and Publishers, Inc.			
489	Grade 9-12—Modern Marketing of Farm Products— Mortenson—1st Ed.....	2.81	3.23	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Prentice-Hall, Inc.			
490	Grade 9-12—Profitable Farm Marketing—Snowden and Donahoo—1st Ed.....	4.92	5.66	1960
	16. Agricultural Business			
	Prentice-Hall, Inc.			
491	Grade 9-12—Records for Farm Management— Hopkins and Turner—1st Ed.....	4.41	5.07	1958
	17. Agricultural Leadership			
	Interstate Printers and Publishers, Inc.			
492	Grade 9-12—The FFA and You—Bender et al—1st Ed..	3.71	4.27	1962
493	Grade 9-12—How to Speak and Write for Rural Audiences—Eastman—1st Ed.....	2.96	3.40	1960
494	Grade 9-12—When You Preside—Sutherland—3rd Ed..	2.96	3.40	1962
	Prentice-Hall, Inc.			
495	Grade 9-12—Leadership Training and Parliamentary Procedure for FFA—Gray and Jackson—1st Ed.....	1.86	2.14	1958
	18. Food Processing and Storage			
	Interstate Printers and Publishers, Inc.			
496	Grade 9-12—The Meat We Eat—Ziegler—8th Ed.....	4.31	4.96	1962
	19. Agricultural Engineering			
	Prentice-Hall, Inc.			
497	Grade 9-12—Modern Farm Buildings—Ashby et al—1st Ed.....	5.46	6.28	1959
498	Grade 9-12—Using Electricity on the Farm— Hamilton—1st Ed.....	5.10	5.87	1959
	20. Others (Including Job-Related Texts)			
	Interstate Printers and Publishers, Inc.			
499	Grade 9-12—Farming Programs for Small Acreages—Juergenson—1st Ed.....	2.63	3.02	1959
500	Grade 9-12—Farming Programs for Students in Vocational Agriculture—Hammonds and Binkley—1st Ed.....	3.56	4.09	1961
	HOME ECONOMICS (Homemaking)			
	1. Child Care			
	Chas. A. Bennett Co.			
501	Grade 9-10—Family Nursing and Child Care— Riehl—1st Ed.....	3.66	4.21	1961

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	J. B. Lippincott Company			
502	Grade 9-12—Learning about Children—Shuey et al—Rev. Ed.....	3.72	4.28	1964
	2. Foods and Nutrition			
	Chas. A. Bennett Co.			
503	Grade 9-12—Meal Planning and Service—McLean— 6th Ed.....	3.60	4.14	1964
504	Grade 9-12—Mealtime—Oerke—1st Ed.....	4.05	4.66	1960
	Ginn and Company			
505	Grade 9-12—Experiences with Foods—Pollard— Rev. Ed.....	4.26	4.90	1964
	D. C. Heath and Company			
506	Grade 9-12—Your Foods Book—Harris and Withers—Reg. Ed.....	4.47	5.14	1964
	J. B. Lippincott Company			
507	Grade 9-12—Food for Better Living—McDermott et al—3rd Ed.....	4.20	4.83	1960
	McGraw-Hill Book Company (Webster Division)			
508	Grade 10-12—Guide to Modern Meals—Shank et al—1st Ed.....	5.22	6.00	1964
509	Grade 7-9—How You Plan and Prepare Meals— Carson and Ramee—1st Ed.....	4.11	4.73	1962
	The Macmillan Company			
510	Grade 9—Family Meals and Hospitality—Lewis et al—2nd Rev. Ed.....	4.11	4.73	1960
	Prentice-Hall, Inc.			
511	Grade 9-12—You and Your Food—White—1st Ed.....	4.44	5.11	1961
	3. Housing and Home Furnishings			
	Allyn and Bacon, Inc.			
512	Grade 9-12—Your Home and You—Greer and Gibbs—Reg. Ed.....	4.05	4.66	1960
	D. C. Heath and Company			
513	Grade 9-12—Homes with Character—Craig and Rush—Reg. Ed.....	3.84	4.42	1962
	The Macmillan Company			
514	Grade 11—Housing and Home Management—Lewis et al—Rev. Ed.....	3.84	4.42	1961

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
4. Management for Personal and Family Living				
	Chas. A. Bennett Co., Inc.			
515	Grade 9-12—Managing Livingtime—Raines—1st Ed.....	3.75	4.31	1964
	D. C. Heath and Company			
516	Grade 9-12—Management for Better Living—Starr— Reg. Ed.—Rev.....	3.96	4.55	1963
	J. B. Lippincott Company			
517	Grade 9-12—Management for You—Fitzsimmons and White—3rd Ed.....	3.90	4.48	1964
5. Relationships in Home and Community Living				
	Chas. A. Bennett Co., Inc.			
518	Grade 10-12—Thresholds to Adult Living—Craig— 1st Ed.....	4.32	4.97	1962
	J. B. Lippincott Company			
519	Grade 9-12—Building Your Home Life—Wallace and McCullar—1st Ed.....	4.20	4.83	1960
520	Grade 9-12—Mind Your Manners—Allen and Briggs—2nd Ed.....	2.55	2.93	1964
521	Grade 9-12—Your Life in the Family—Rhodes and Samples—Rev. Ed.....	4.20	4.83	1964
	The Macmillan Company			
522	Grade 12—Family Living—Duvall—2nd Rev. Ed.....	3.48	4.00	1961
	Prentice-Hall, Inc.			
523	Grade 7-9—Building Your Life—Landis and Landis—3rd Ed.....	3.60	4.14	1964
524	Grade 10-12—Personal Adjustment, Marriage, and Family Living—Landis and Landis—3rd Ed.....	3.72	4.28	1960
	John Wiley and Sons, Inc.			
525	Grade 11-12—Essentials of Family Living— Hoeftin—1st Ed.....	4.60	5.29	1960
6. Textiles and Clothing				
	Chas. A. Bennett Co., Inc.			
526	Grade 9-12—Dress—Oerke—2nd Ed.....	4.05	4.66	1960
	Ginn and Company			
527	Grade 9-12—Experiences with Clothing—Pollard— 1st Ed.....	4.26	4.90	1961
	D. C. Heath and Company			
528	Grade 9-12—Clothes for Teens—Todd and Roberts—Reg. Ed.....	4.02	4.62	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Houghton Mifflin Company			
529	Grade 9-12—Fashion Your Own—East and Wines— Reg. Ed.....	3.45	3.97	1964
530	Grade 9-12—Fashions and Fabrics—Rathbone et al—Reg. Ed.....	4.32	4.97	1962
	J. B. Lippincott Company			
531	Grade 9-12—Bishop Method of Clothing Construction—Bishop and Arch—1st Ed.....	1.65	1.89	1959
532	Grade 9-12—Fashion Sewing by the Bishop Method— Bishop and Arch—1st Ed.....	1.65	1.89	1962
	McGraw-Hill Book Company (Webster Division)			
533	Grade 10-12—Guide to Modern Clothing—Sturm and Grieser—1st Ed.....	5.22	6.00	1962
534	Grade 7-9—How You Look and Dress— Carson—3rd Ed.....	3.72	4.28	1959
	The Macmillan Company			
535	Grade 10—Clothing Construction and Wardrobe Planning—Lewis et al—Rev. Ed.....	3.84	4.42	1960
	John Wiley and Sons, Inc.			
536	Grade 11-12—Family Clothing—Tate and Glisson— 1st Ed.....	7.00	8.05	1961
7. General Texts				
	Chas. A. Bennett Co., Inc.			
537	Grade 7-9—Young Living—Clayton—2nd Ed.....	3.30	3.80	1963
538	Grade 8-9—Homemaking for Teen-Agers, Book 1— McDermott and Nicholas—4th Ed.....	3.90	4.49	1960
539	Grade 9-12—Homemaking for Teen-Agers, Book 2— McDermott and Nicholas—2nd Ed.....	4.95	5.69	1962
	Ginn and Company			
540	Grade 9-12—Experiences in Homemaking—Pollard et al—Rev. Ed.....	4.26	4.90	1964
	J. B. Lippincott Company			
541	Grade 7-9—Junior Homemaking—Jones and Burnham—Rev. Ed.....	3.90	4.48	1963
	McGraw-Hill Book Company (Webster Division)			
542	Grade 7-9—Teen Guide to Homemaking—Barclay and Champion—1st Ed.....	4.47	5.14	1961
	The Macmillan Company			
543	Grade 8—Tomorrow's Homemaker—Lewis et al—Reg. Ed.....	3.72	4.28	1960

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Prentice-Hall, Inc.			
544	Grade 7-9—Exploring Home and Family Living— Fleck et al—2nd Ed.....	4.20	4.83	1965
545	Grade 9-12—Living with Your Family—Fleck et al—1st Ed.....	4.71	5.42	1965

(Wage-Earning Occupations)

1. Textiles and Clothing

	Chas. A. Bennett Co., Inc.			
546	Grade 10-12—Custom Tailoring for Homemakers— Beck—1st Ed.....	3.90	4.49	1964
	Bruce Publishing Company			
547	Grade 9-12—How to Tailor—Schwebke—2nd Ed.....	4.40	5.06	1965

HEALTH AND PHYSICAL EDUCATION

1. Health—Grades 1-8

	The Bobbs-Merrill Company, Inc.			
548	*Grade 1—Health at School—Wilson & Wilson— Reg. Ed.....	1.77	2.04	1965
549	*Grade 2—Health Day by Day—Wilson & Wilson— Reg. Ed.....	1.89	2.17	1965
550	*Grade 3—Health and Fun—Wilson & Wilson— Reg. Ed.....	1.98	2.28	1965
551	*Grade 4—Health and Growth—Wilson & Wilson— Reg. Ed.....	2.16	2.48	1965
552	*Grade 5—Health and Living—Wilson & Wilson— Reg. Ed.....	2.19	2.52	1965
553	*Grade 6—Health and Happiness—Wilson & Wilson— Reg. Ed.....	2.28	2.62	1965
554	*Grade 7—Men, Science, and Health—Wilson & Wilson—Reg. Ed.....	2.55	2.93	1965
555	*Grade 8—Health, Fitness, and Safety—Wilson & Wilson—Reg. Ed.....	2.55	2.93	1965

*Teachers' editions are available without charge on a ratio basis.

	Laidlaw Brothers			
556	*Grade 1—First Steps to Health—Byrd et al—Reg. Ed.....	1.41	1.62	1963
557	*Grade 2—Learning about Health—Byrd et al—Reg. Ed.....	1.59	1.82	1963
558	*Grade 3—Habits for Health—Byrd et al—Reg. Ed.....	1.77	2.03	1963
559	*Grade 4—Building for Health—Byrd et al—Reg. Ed.....	1.95	2.24	1963
560	*Grade 5—Your Health—Byrd et al—Reg. Ed.....	1.95	2.24	1963
561	*Grade 6—Growing in Health—Byrd et al—Reg. Ed.....	1.95	2.24	1963
562	*Grade 7—Improving Your Health—Byrd et al— Reg. Ed.....	2.25	2.58	1963
563	*Grade 8—Today's Health—Byrd et al—Reg. Ed.....	2.25	2.58	1963

*Teachers' editions are available without charge on a ratio basis.

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Lyons and Carnahan				
564	*Grade 1—All about You—Irwin et al—Reg. Ed.....	1.50	1.72	1965
565	*Grade 2—You and Others—Irwin et al—Reg. Ed.....	1.62	1.86	1965
566	*Grade 3—Growing Every Day—Irwin et al—Reg. Ed....	1.71	1.96	1965
567	*Grade 4—Finding Your Way— Irwin et al—Reg. Ed.....	1.80	2.07	1965
568	*Grade 5—Understanding Your Need—Irwin et al—Reg. Ed.....	1.95	2.24	1965
569	*Grade 6—Choosing Your Goal—Irwin et al—Reg. Ed....	1.95	2.24	1965
*Teachers' editions are available without charge on a ratio basis.				
Scott, Foresman and Company				
570	*Grade 1—Being Six—Bauer et al—Reg. Ed.....	1.44	1.66	1962
571	*Grade 2—Seven or So—Bauer et al—Reg. Ed.....	1.68	1.93	1962
572	*Grade 3—From Eight to Nine—Bauer et al—Reg. Ed.....	1.77	2.04	1962
573	*Grade 4—Going on Ten—Bauer et al—Reg. Ed.....	1.95	2.24	1962
574	*Grade 5—About Yourself—Bauer et al—Reg. Ed.....	1.98	2.28	1962
575	*Grade 6—About All of Us—Bauer et al—Reg. Ed.....	1.98	2.28	1962
576	*Grade 7—Growing and Changing—Bauer et al—Reg. Ed.....	2.25	2.59	1962
577	*Grade 8—Advancing in Health—Bauer et al—Reg. Ed.....	2.25	2.59	1962
*Teachers' editions are available without charge on a ratio basis.				
2. Health—Grades 9-12				
Ginn and Company				
578	Grade 9-12—Health for Life—Gallagher et al—1st Ed...	4.14	4.76	1964
Harcourt, Brace & World, Inc.				
579	Grade 9-12—Your Health and Safety—Lawrence et al—5th Ed.....	4.05	4.66	1963
Holt, Rinehart and Winston, Inc.				
580	Grade 9-12—Modern Health—Otto et al—Reg. Ed.....	4.26	4.90	1963
Laidlaw Brothers				
581	*Grade 9-10—Your Health—Today and Tomorrow— Bolton et al—Reg. Ed.....	3.15	3.62	1963
McGraw-Hill Book Co. (Webster Div.)				
582	Grade 7-10—Health and Safety for You—Diehl et al—2nd Ed. Rev.....	4.20	4.83	1964
Scott, Foresman and Company				
583	Grade 9—Health and Safety for Teen-Agers— Bauer et al—Reg. Ed.....	3.72	4.28	1962
*Teachers' editions are available without charge on a ratio basis.				

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
3. Physical Education				
American Association for Health, Physical Education, and Recreation				
584	Grade 7-12—Physical Education for High School Students—Mohr et al—1st Ed.....	3.20	4.00	1960

SCIENCE**1. Science and Conservation, Grades 1-9**

Allyn and Bacon, Inc.

585	*Grade 1—Exploring Science One—Thurber—Reg. Ed.	1.95	2.24	1964
586	*Grade 2—Exploring Science Two—Thurber—Reg. Ed.	2.13	2.45	1964
587	*Grade 3—Exploring Science Three—Thurber— Reg. Ed.	2.31	2.66	1964
588	*Grade 4—Exploring Science Four—Thurber— Reg. Ed.	2.43	2.79	1964
589	*Grade 5—Exploring Science Five—Thurber— Reg. Ed.	2.52	2.90	1964
590	*Grade 6—Exploring Science Six—Thurber—Reg. Ed.	2.61	3.00	1964
591	Grade 7—Our Environment: Its Relation to Us— Smith et al—Reg. Ed.	3.18	3.66	1964
592	Grade 8—Our Environment: How We Adapt Ourselves to It—Smith et al—Reg. Ed.	3.60	4.14	1964
593	Grade 9—Our Environment: How We Use and Control It—Smith et al—Reg. Ed.	4.41	5.07	1964

*Teachers' editions are available without charge on a ratio basis.

American Book Company

594	*Grade 1—Looking into Science, Book 1— Jacobson et al—Reg. Ed.	2.04	2.34	1965
595	*Grade 2—Searching in Science, Book 2— Jacobson et al—Reg. Ed.	2.13	2.44	1965
596	*Grade 3—Learning in Science, Book 3— Jacobson et al—Reg. Ed.	2.28	2.62	1965
597	**Grade 4—Probing into Science, Book 4— Jacobson et al—Reg. Ed.	2.43	2.79	1965
598	**Grade 5—Inquiring into Science, Book 5— Jacobson et al—Reg. Ed.	2.58	2.96	1965
599	**Grade 6—Investigating in Science, Book 6— Jacobson et al—Reg. Ed.	2.64	3.03	1965
600	*Grade 7—Adventures in Science, Jacobson et al—Reg. Ed.	2.97	3.41	1964
601	*Grade 8—Broadening Worlds of Science—Jacobson et al—Reg. Ed.	3.24	3.72	1964
602	*Grade 9—Challenges in Science—Jacobson et al—Reg. Ed.	3.99	4.58	1964

*Teachers' editions are available without charge on a ratio basis.

**Teachers' editions are in preparation and will be available without charge on a ratio basis.

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Ginn and Company				
603	Grade 9—Science in Modern Life—Mallinson and Meppelink—1st Ed.....	4.29	4.93	1964
Harcourt, Brace & World, Inc.				
604	Grade 7—The World of Living Things—Brandwein et al—3rd Ed.....	3.60	4.14	1964
605	Grade 8—The World of Matter—Energy—Bandwein et al—3rd Ed.....	3.75	4.31	1964
606	Grade 9—Exploring The Sciences—Brandwein et al—4th Ed.....	4.50	5.18	1964
Harper & Row Publishers, Inc.				
607	*Grade 1—Today's Basic Science 1—Navarra and Zaffaroni—Reg. Ed.....	1.92	2.21	1963
608	*Grade 2—Today's Basic Science 2—Navarra and Zaffaroni—Reg. Ed.....	2.07	2.38	1963
609	*Grade 3—Today's Basic Science 3—Navarra and Zaffaroni—Reg. Ed.....	2.25	2.59	1963
610	*Grade 4—Today's Basic Science 4—Navarra and Zaffaroni—Reg. Ed.....	2.46	2.83	1963
611	*Grade 5—Today's Basic Science 5—Navarra and Zaffaroni—Reg. Ed.....	2.58	2.97	1963
612	*Grade 6—Today's Basic Science 6—Navarra and Zaffaroni—Reg. Ed.....	2.73	3.14	1963
613	*Grade 7—Today's Basic Science: The Molecule and the Biosphere—Navarra et al—Reg. Ed.....	3.60	4.14	1965
*Teachers' editions are available without charge on a ratio basis.				
D. C. Heath and Company				
614	*Grade 1—Science for Work and Play—Schneider and Schneider—Reg. Ed.....	1.92	2.21	1964
615	*Grade 2—Science for Here and Now—Schneider and Schneider—Reg. Ed.....	2.07	2.38	1964
616	*Grade 3—Science Far and Near—Schneider and Schneider—Reg. Ed.....	2.25	2.59	1964
617	*Grade 4—Science in Your Life—Schneider and Schneider—Reg. Ed.....	2.37	2.73	1964
618	*Grade 5—Science in Our World—Schneider and Schneider—Reg. Ed.....	2.43	2.79	1964
619	*Grade 6—Science for Today and Tomorrow— Schneider and Schneider—Reg. Ed.....	2.55	2.93	1964
620	*Grade 7—Science in the Space Age—Schneider and Schneider—Reg. Ed.....	2.64	3.04	1964
621	*Grade 8—Science and Your Future—Schneider and Schneider—Reg. Ed.....	2.85	3.28	1964
*Teachers' editions are available without charge on a ratio basis.				
Holt, Rinehart and Winston, Inc.				
622	Grade 7-8—Modern Science 1—Blanc et al—Reg. Ed.....	3.60	4.14	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
623	Grade 7-8—Modern Science 2—Blanc et al—Reg. Ed.....	3.60	4.14	1963
624	Grade 9—Modern Science 3—Blanc et al—Reg. Ed.....	3.60	4.14	1963
625	Grade 7—Science, Book 1—Davis et al—Reg. Ed.....	3.21	3.69	1962
626	Grade 8—Science, Book 2—Davis et al—Reg. Ed.....	3.57	4.11	1962
627	Grade 9—Science, Book 3—Davis et al—Reg. Ed.	4.32	4.97	1961
Lyons & Carnahan				
628	*Grade 1—Looking at Science—Bond et al—Reg. Ed.....	1.41	1.62	1963
629	*Grade 2—Thinking about Science—Bond et al—Reg. Ed.....	1.98	2.27	1963
630	*Grade 3—Knowing about Science—Bond et al—Reg. Ed.....	2.13	2.44	1963
631	*Grade 4—Experimenting in Science—Bond et al—Reg. Ed.....	2.25	2.58	1963
632	*Grade 5—Living with Science—Bond et al—Reg. Ed.....	2.31	2.65	1963
633	*Grade 6—Looking Ahead with Science—Bond et al—Reg. Ed.....	2.40	2.76	1963
*Teachers' editions are available without charge on a ratio basis.				
The Macmillan Company				
634	*Grade 1—The Macmillan Science—Life Series— Book 1—Barnard et al—Rev. Ed.....	2.16	2.48	1962
635	*Grade 2—The Macmillan Science—Life Series— Book 2—Barnard et al—Rev. Ed.....	2.28	2.62	1962
636	*Grade 3—The Macmillan Science—Life Series— Book 3—Barnard et al—Rev. Ed.....	2.46	2.83	1962
637	*Grade 4—The Macmillan Science—Life Series— Book 4—Barnard et al—Rev. Ed.....	2.52	2.90	1962
638	*Grade 5—The Macmillan Science—Life Series— Book 5—Barnard et al—Rev. Ed.....	2.64	3.04	1962
639	*Grade 6—The Macmillan Science—Life Series— Book 6—Barnard et al—Rev. Ed.....	2.70	3.11	1962
640	*Grade 7—Science: A Search for Evidence—Barnard et al—Rev. Ed.....	3.30	3.80	1962
641	*Grade 8—Science: A Way to Solve Problems— Barnard et al—Rev. Ed.....	3.51	4.04	1962
642	*Grade 9—Science: A Key to the Future—Barnard et al—Reg. Ed.....	4.59	5.28	1962
*Teachers' editions are available without charge on a ratio basis.				
Prentice-Hall, Inc.				
643	Grade 7—Science You Can Use—Stone and Stephenson—2nd Ed.....	3.99	4.59	1964
644	Grade 8—Science in Action—Stone—1st Ed.....	3.99	4.59	1964
Scott, Foresman and Company				
645	*Grade 1—Science is Fun—Beauchamp et al—Reg. Ed.....	1.92	2.21	1965

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
646	*Grade 2—Science Is Learning—Beauchamp et al—Reg. Ed.....	2.07	2.38	1965
647	*Grade 3—Science Is Exploring—Beauchamp et al—Reg. Ed.....	2.25	2.59	1965
648	Grade 7—Science Is Explaining—Beauchamp et al—Reg. Ed.....	3.21	3.69	1963
649	Grade 8—Science Is Understanding—Beauchamp et al—Reg. Ed.....	3.57	4.11	1964
650	Grade 9—Everyday Problems in Science—Beauchamp et al—Reg. Ed.....	4.20	4.83	1963
651	Grade 7—Science Problems 1—Beauchamp et al—Reg. Ed.....	2.97	3.42	1964
652	Grade 8—Science Problems 2—Beauchamp et al—Reg. Ed.....	3.15	3.62	1964
653	Grade 9—Science Problems 3—Beauchamp et al—Reg. Ed.....	3.30	3.80	1964
*Teachers' editions are available without charge on a ratio basis.				

Silver Burdett Company

654	*Grade 1—Science 1—Mallinson et al—Reg. Ed.....	1.92	2.21	1965
655	*Grade 2—Science 2—Mallinson et al—Reg. Ed.....	2.07	2.38	1965
656	*Grade 3—Science 3—Mallinson et al—Reg. Ed.....	2.25	2.59	1965
*Teachers' editions are available without charge on a ratio basis.				

The L. W. Singer Company, Inc.

657	Grade 1—Science for You—Frasier et al—2nd Ed.....	1.83	2.10	1962
658	Grade 2—Science All the Year—Frasier et al—2nd Ed.....	2.01	2.31	1962
659	Grade 3—Science Adventures—Frasier et al—2nd Ed.....	2.16	2.48	1962
660	Grade 4—Science Discoveries—Frasier et al—2nd Ed.....	2.28	2.62	1962
661	Grade 5—Science Experiments—Frasier et al—2nd Ed.....	2.37	2.73	1962
662	Grade 6—Science Problems—Frasier et al—2nd Ed.....	2.46	2.83	1962
663	Grade 7—Scientists at Work—MacCracken et al—Reg. Ed.....	2.97	3.42	1962
664	Grade 8—Scientists Solve Problems—MacCracken et al—Reg. Ed.....	3.09	3.55	1962
665	Grade 9—Scientists Explore—MacCracken et al—Reg. Ed.....	4.47	5.14	1963
666	*Grade 7—Basic Life Science—MacCracken et al—Reg. Ed.....	3.15	3.62	1964
667	*Grade 8—Basic Earth Science—MacCracken et al—Reg. Ed.....	3.30	3.80	1964
668	*Grade 9—Basic Physical Science—MacCracken et al—Reg. Ed.....	3.57	4.11	1964
*Teachers' editions are available without charge on a ratio basis.				

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	D. Van Nostrand Company, Inc.			
669	Grade 7—Discovering the World of Science—Obourn et al—1st Ed.....	3.30	3.79	1963
670	Grade 8—Exploring the World of Science—Obourn et al—1st Ed.....	3.60	4.14	1963
671	Grade 7—Life Science—A Modern Course—Mason and Peters—1st Ed.....	3.45	3.96	1965
672	Grade 8—Earth Science—The World We Live In— Namowitz and Stone—3rd Ed.....	4.20	4.83	1965
	2. Biology			
	Allyn and Bacon, Inc.			
673	Grade 9-12—Elements of Biology—Dodge—Reg. Ed.....	4.35	5.00	1964
	Ginn and Company			
674	Grade 10—Biological Science for High School— Gregory and Goldman—1st Ed.....	4.56	5.24	1965
	Harcourt, Brace & World, Inc.			
675	Grade 9-12—Biological Science: An Inquiry into Life —Moore et al—1st Ed.....	4.95	5.69	1963
	D. C. Heath and Company			
676	Grade 10—Biology—Kroeber et al—Reg. Ed.....	4.86	5.59	1965
	Holt, Rinehart & Winston, Inc.			
677	Grade 10-12—Design for Life—Trump and Fagle—Reg. Ed.....	4.68	5.38	1963
678	Grade 10-12—Human Physiology—(Supplementary)— Morrison et al—Reg. Ed.....	4.68	5.38	1963
679	Grade 9-10—Modern Biology—Otto and Towle— Reg. Ed.....	4.65	5.00	1965
	Houghton Mifflin Company			
680	Grade 9-12—Biological Science: Molecules to Man (BSCS Blue Version)—Complete Ed.....	5.97	6.87	1963
	J. B. Lippincott Company			
681	Grade 9-12—Biology for You—Vance and Miller—5th Ed.....	4.29	4.93	1963
	Rand McNally & Company			
682	Grade 9-12—BSCS Green Version: High School Biology—American Institute of Biological Sciences—1st Ed.....	5.13	5.90	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
3. Chemistry				
W. H. Freeman and Company				
683	Grade 11-12—Chemistry: An Experimental Science— Chemical Education Material Study—1st Ed.....	4.35	5.00	1963
Ginn and Company				
684	Grade 11—Chemistry: A First Course in Modern Chemistry—Garrett et al—1st Ed.....	4.47	5.14	1964
Holt, Rinehart and Winston, Inc.				
685	Grade 11—Modern Chemistry—Dull et al—Reg. Ed.....	4.35	5.35	1962
J. B. Lippincott Company				
686	Grade 11—Chemistry for the Space Age— Posin and Shampo—Rev. Ed.....	4.35	5.00	1964
Lyons and Carnahan				
687	Grade 11—Chemistry and You—Bradbury et al—Reg. Ed.....	4.05	4.65	1962
McGraw-Hill Book Co. (Webster Div.)				
688	Grade 10-12—Chemical Systems—Chemical Bond Approach—1st Ed.....	5.22	6.00	1964
Charles E. Merrill Books, Inc.				
689	*Grade 11-12—Chemistry: A Modern Course—Price et al—1st Ed.....	4.35	5.00	1965
*Teachers' editions are available without charge on a ratio basis.				
D. Van Nostrand Company, Inc.				
690	Grade 11—Chemistry: A Modern Approach—Hogg et al—1st Ed.....	4.35	5.00	1963
4. Physics				
Addison-Wesley Publishing Company, Inc.				
691	Grade 12—The Science of Physics—Beiser—1st Ed.....	4.50	5.18	1964
Allyn and Bacon, Inc.				
692	Grade 12—Elements of Physics—Boylan et al—Reg. Ed.....	4.47	5.14	1962
D. C. Heath and Company				
693	Grade 12—PSSC Physics—Physical Science Study Committee—Reg. Ed.....	4.41	5.07	1960
Holt, Rinehart and Winston, Inc.				
694	Grade 12—Modern Physics—Dull et al—Reg. Ed.....	4.47	5.14	1964

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Houghton Mifflin Company			
695	*Grade 12—Physics: Fundamentals and Frontiers— Stollberg and Hill—Reg. Ed.....	4.59	5.28	1965
	*Teachers' editions are available without charge on a ratio basis.			
	J. B. Lippincott Company			
696	Grade 12—Physics for the Space Age—Schulz and Lagemann—1st Ed.....	4.29	4.93	1961
	Noble and Noble Publishers, Inc.			
697	Grade 12—Matter and Energy—Foundations of Modern Physics—MacLachlan et al—Reg. Ed.....	4.11	4.72	1963
	D. Van Nostrand Company, Inc.			
698	Grade 12—Physics—A Basic Science—Verwiebe et al—4th Ed.....	4.47	5.14	1962
5. Aerospace Science				
	Holt, Rinehart and Winston, Inc.			
699	Grade 11-12—Modern Space Science—Trinklein and Huffer—Reg. Ed.....	3.90	4.49	1961
6. Physical Science				
	Harcourt, Brace and World, Inc.			
700	Grade 9-12—The Physical World: A Course in Physical Science—Brinckerhoff et al—2nd Ed.....	4.05	4.66	1963
	Holt, Rinehart and Winston, Inc.			
701	Grade 9-12—Modern Physical Science—Brooks et al—Reg. Ed.....	4.23	4.86	1965
	McGraw-Hill Book Co. (Webster Div.)			
702	Grade 9-12—General Physical Science—Mallinson et al—1st Ed.....	4.47	5.14	1961
	Prentice-Hall, Inc.			
703	Grade 9-12—Physical Science for Progress—Pella and Wood—2nd Ed.....	4.20	4.83	1964
	D. Van Nostrand Company, Inc.			
704	Grade 9—Introductory Chemistry and Physics— Pickard and Radomsky—1st Ed.....	2.85	3.27	1960
	John Wiley and Sons, Inc.			
705	Grade 11-12—Man and His Physical Universe— Wistar—2nd Ed.....	6.36	7.31	1963

SECTION IV

Contracts Begin July 1, 1964

5-Year Listing. Contracts Expire June 30, 1969

SOCIAL STUDIES

1. History, Lower Grades

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Allyn and Bacon, Inc.			
706	*Grade 5—Discovering American History— Rickard and Ray—Reg. Ed.....	3.33	3.83	1961
707	Grade 7-8—The Story of Our Country— West and Gardner—Reg. Ed.....	4.38	5.04	1963
	*Teachers' edition available at the same price as the text.			
	American Book Company (ABC History Series)			
708	*Grade 4—Under Freedoms Banner— Fraser and Yeager—Reg. Ed.....	2.49	2.86	1964
709	*Grade 5—The Adventure of America— Fraser and Yeager—Reg. Ed.....	2.79	3.20	1964
710	*Grade 6—Discovering Our World's History— Fraser and Magenis—Reg. Ed.....	2.79	3.20	1964
711	*Grade 7-8—Five Centuries in America— Drummond et al—Reg. Ed.....	4.20	4.83	1964
	*Teachers' editions available at the same price as the texts.			
	Ginn and Company			
712	Grade 4—Trail Blazers of American History— Mason and Cartwright—Reg. Ed.....	2.49	2.86	1961
713	Grade 8—The Story of Our Heritage— Winther and Cartwright—Reg. Ed.....	4.02	4.62	1962
	Harcourt, Brace and World, Inc.			
714	Grade 7-8—Story of the American Nation— Gabriel—1st Ed.....	4.20	4.83	1962
	Harlow Publishing Corporation			
715	Grade 7-8—The Story of Tennessee Parks and Folmsbee—Reg. Ed.....	3.82	4.40	1963
	D. C. Heath and Company			
716	Grade 5-6—Makers of the Americas— Lansing, et al—Reg. Ed.....	3.15	3.62	1963
717	Grade 6-7—Builders of the Old World— Hartman, et al—Reg. Ed.....	2.97	3.42	1959
718	Grade 7-8—America—Land of Freedom— Hartman, et al—Reg. Ed.....	4.20	4.83	1961

712 BOOKS FOR SCHOOLS AND TREATMENT OF MINORITIES

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Holt, Rinehart and Winston, Inc.			
719	Grade 8—Story of Our Land and People— Moon and Cline—Rev. Ed.	4.08	4.69	1961
	Houghton Mifflin Company			
720	Grade 7-8—This is America's Story— Wilder, et al—Reg. Ed.	4.47	5.14	1964
	Laidlaw Brothers, Inc.			
721	*Grade 4—Great Names in Our Country's Story— Eibling, et al—Reg. Ed.	2.16	2.48	1962
722	*Grade 5—Our Country's Story— Eibling, et al—Reg. Ed.	2.49	2.86	1962
723	*Grade 6—Our Beginnings in the Old World— Eibling, et al—Reg. Ed.	2.64	3.03	1962
724	*Grade 7-8—History of Our United States— Eibling, et al—Reg. Ed.	4.05	4.65	1964
	*Teachers' editions available at the same price as the texts.			
	Lyons and Carnahan			
725	Grade 5-6—America's Frontier— Clark, et al—Reg. Ed.	3.00	3.45	1965
726	Grade 6-7—America's Old World Frontier— Clark, et al—Reg. Ed.	3.00	3.45	1965
727	Grade 7-8—Freedom's Frontier— Clark, et al—Reg. Ed.	3.99	4.58	1965
	The Macmillan Company			
728	Grade 4—They Made America Great— McGuire—2nd Rev. Ed.	2.46	2.83	1964
729	Grade 5—The Story of American Freedom— McGuire—2nd Rev. Ed.	2.79	3.21	1964
730	Grade 6—Backgrounds of American Freedom— McGuire—2nd Rev. Ed.	2.79	3.21	1964
731	Grade 8—Our Free Nation— McGuire and Portwood—2nd Rev. Ed.	4.08	4.69	1961
	Charles E. Merrill Books, Inc.			
732	Grade 6-7—Long Ago in the Old World— Cassidy and Southworth—Textbook Ed.	3.39	3.90	1964
	Prentice-Hall, Inc.			
733	Grade 8—Your America—Andersen and Shufelt— 1st Ed.	4.32	4.97	1964
	Mary U. Rothrock			
734	Grade 6-8—Discovering Tennessee, with supplement— Rothrock—1962 Ed.	2.25	2.59	1962
735	Grade 7-8—This is Tennessee—Rothrock— 1963 Ed.	2.58	2.97	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Scott, Foresman and Company			
736	Grade 7-8—Living in Our America—Quillen and Krug—Reg. Ed.....	3.90	4.49	1964
	Silver Burdett Company			
737	Grade 7-8—The United States of America: A History for Young Citizens—Brown, et al—Reg. Ed....	4.20	4.83	1964
	The Steck Company			
738	Grade 6—Your Old World Past— Bettsworth, et al—Reg. Ed.....	2.88	3.31	1961
2. Integrated Social Studies				
	Allyn and Bacon, Inc.			
739	Grade 6-7—Eastern Lands—Hughes, et al—Reg. Ed.....	4.20	4.83	1959
740	Grade 7-8—Western Lands—Hughes, et al—Reg. Ed.....	4.20	4.83	1959
	American Book Company			
741	*Grade 3—Our Community—Fraser and Hoy— Reg. Ed.....	2.49	2.86	1961
742	*Grade 4—Our State—Fraser and Hoy— Reg. Ed.....	2.88	3.31	1961
743	*Grade 5—Our Hemisphere—Fraser and Hoy— Reg. Ed.....	3.48	4.00	1961
744	*Grade 6—Our World Neighbors—Fraser, et al—Reg. Ed.....	3.54	4.07	1961
	*Teachers' editions available at the same price as the texts.			
	Follett Publishing Company			
745	Grade 3—Working Together—McIntire and Hill— Rev. Ed.....	2.64	3.04	1962
746	Grade 4—Exploring Regions Near and Far— Gross, et al—1st Ed.....	2.97	3.42	1965
747	Grade 5—Exploring the New World— Hamer, et al—Rev. Ed.....	3.75	4.31	1965
748	Grade 6—Exploring the Old World— Hamer, et al—Rev. Ed.....	3.75	4.31	1965
749	Grade 7—Exploring American Neighbors— Hamer, et al—Rev. Ed.....	3.72	4.28	1962
	Ginn and Company			
750	Grade 4—Your People and Mine—Tiegs, et al—Reg. Ed.....	3.24	3.73	1960
751	Grade 5—Your Country and Mine—Tiegs, et al—Reg. Ed.....	3.78	4.35	1960
752	Grade 5—Understanding Your Country and Canada—Tiegs, et al—Reg. Ed.....	3.90	4.49	1964

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
753	Grade 6—Understanding Latin America— Tiegs, et al—Reg. Ed.....	3.78	4.35	1960
754	Grade 6-7—Your World and Mine—Tiegs, et al—Reg. Ed.....	3.78	4.35	1960
755	Grade 7—Your Country and the World—Tiegs, et al—Reg. Ed.....	3.81	4.38	1961
756	Grade 8—Your Country's Story—Tiegs, et al—Reg. Ed.....	3.84	4.42	1961
The Macmillan Company				
757	Grade 3—Living in America Today and Yesterday— Cutright, et al—2nd Rev. Ed.....	2.76	3.17	1962
758	Grade 4—Living in Our Country and Other Lands— Cutright, et al—2nd Rev. Ed.....	3.12	3.59	1961
759	Grade 5—Living in the Americas—Cutright, et al—2nd Rev. Ed.....	3.90	4.49	1961
760	Grade 5—Living in the United States—Cutright, et al—2nd Rev. Ed.....	3.72	4.28	1961
761	Grade 6-7—Living in the Old World—Cutright, et al—2nd Rev. Ed.....	3.90	4.49	1961
762	Grade 6-7—Living as American Neighbors—Cutright and Durand—2nd Rev. Ed.....	3.90	4.49	1962
763	Grade 7-8—Living as World Neighbors— Cutright, et al—2nd Rev. Ed.....	4.05	4.66	1962
Rand McNally & Company				
764	*Grade 3—Around the Home—Borchert and McGuigan—Pupil's Ed.....	2.70	3.11	1961
765	*Grade 4—Many Lands—Borchert and McGuigan— Pupil's Ed.....	2.91	3.35	1961
766	*Grade 5-6—Within Our Borders—Jones, et al—Pupil's Ed.....	3.60	4.14	1961
767	*Grade 5-6—Beyond Our Borders—Nystrom, et al—Pupil's Ed.....	3.60	4.14	1961
768	*Grade 6-7—Beyond the Oceans—Pounds and Jones— Pupil's Ed.....	3.54	4.07	1961
*Teachers' editions available at the same price as the texts.				
Scott, Foresman and Company				
769	*Grade 3—In City, Town, and County—Hanna, et al—Reg. Ed.....	2.61	3.00	1963
770	*Grade 4—In All Our States—Hanna, et al—Reg. Ed.....	2.85	3.28	1961
771	*Grade 5—In the Americas—Hanna, et al—Reg. Ed.....	3.72	4.28	1962
772	Grade 6—Beyond the Americas—Hanna, et al—Reg. Ed.....	3.90	4.49	1964
*Teachers' editions available at the same price as the texts.				

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Silver Burdett Company				
773	*Grade 4—Mankind in Time and Place, Learning to Look at Our World—Cooper, et al—Reg. Ed.....	3.24	3.73	1964
774	*Grade 5—Mankind in Time and Place, The Changing New World: North and South America—Cooper, et al—Reg. Ed.....	3.87	4.45	1964
775	*Grade 6—Mankind in Time and Place, The Changing Old World—Cooper, et al—Reg. Ed.....	3.93	4.52	1964
*Teachers' editions available at the same price as the texts.				
The L. W. Singer Company, Inc.				
776	*Grade 3—We Look Around Us—Hunnicut, et al—Reg. Ed.....	2.55	2.93	1963
777	*Grade 4—Man Changes His World—Patterson, et al—Reg. Ed.....	2.97	3.42	1963
778	*Grade 5—This Is Our Land—Patterson, et al—Reg. Ed.....	3.66	4.21	1963
779	*Grade 6—The Great Adventure—Hunnicut, et al—Reg. Ed.....	3.72	4.28	1963
*Teachers' editions available at the same price as the texts.				
3. Civics				
Allyn and Bacon, Inc.				
780	Grade 9—Building Citizenship—McCrocklin—Reg. Ed.....	4.08	4.69	1961
American Book Company				
781	Grade 9—Civics, Fifty State Edition—Allen and Stegmeir—Reg. Ed.....	3.96	4.55	1962
Benefic Press (Division of Beckley-Cardy)				
782	Grade 7-8—We the People—Richards and Isely—Reg. Ed.....	2.85	3.28	1961
Follett Publishing Company				
783	Grade 8—Citizenship in Action—Painter and Bixler—3rd Ed.....	3.78	4.35	1962
Ginn and Company				
784	Grade 9—Your Life as a Citizen—Tiegs, et al—Reg. Ed.....	3.90	4.49	1963
Harlow Publishing Corporation				
785	Grade 7-8—The Tennessee Citizen (supplementary)—Cole and Johnson—2nd Ed.....	4.10	4.72	1964
Harper & Row, Publishers, Inc.				
786	Grade 7-8—Civics for Young Americans—Posey—Reg. Ed.....	2.85	3.28	1960

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Harr Wagner Publishing Company			
787	*Grade 8—Building Our Democracy—Devereaux— 2nd Ed.....	3.15	3.62	1962
	*Teachers' edition available at the same price as the text.			
	Houghton Mifflin Company			
788	Grade 7-8—The Citizen and His Government— Rienow—Reg. Ed.....	2.97	3.42	1963
	Laidlaw Brothers, Inc.			
789	Grade 9—Living in Today's World—Roth, et al—2nd Reg. Ed.....	3.72	4.27	1964
	The Macmillan Company			
790	Grade 9—Civics for Americans—Clark, et al—2nd Rev. Ed.....	4.05	4.66	1961
	Prentice-Hall, Inc.			
791	Grade 9—Our Democracy at Work—Warren, et al—1st Ed.....	3.99	4.58	1963
	Scott, Foresman and Company			
792	Grade 9—Living in Our Communities—Quillen, et al—Reg. Ed.....	3.63	4.17	1963
	The Steck Company			
793	Grade 8—Government by the People—Steen— Reg. Ed.....	2.46	2.83	1959

4. Geography

	Allyn and Bacon, Inc.			
794	*Grade 3—The Community Where You Live— Pierce and Georgas—Reg. Ed.....	2.97	3.42	1959
795	*Grade 4—A Journey Through Many Lands— Drummond—Reg. Ed.....	3.42	3.93	1964
796	*Grade 5—Journeys Through the Americas— Drummond—Reg. Ed.....	4.20	4.83	1964
797	*Grade 6-7—The Eastern Hemisphere— Drummond—Reg. Ed.....	4.20	4.83	1961
798	*Grade 7-8—The Western Hemisphere— Drummond—Reg. Ed.....	4.20	4.83	1961
	*Teachers' editions available at the same price as the texts.			
	Ginn and Company			
799	Grade 3—At Home in Our Land—Goetz— Reg. Ed.....	2.58	2.97	1961
800	Grade 4—At Home Around the World—Goetz— Reg. Ed.....	3.36	3.86	1961
801	Grade 5—The United States and Canada— Whittemore—Reg. Ed.....	3.81	4.38	1961

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
802	Grade 5—The United States, Canada, and Latin America—Whittemore, et al—Reg. Ed.....	3.90	4.49	1962
803	Grade 6—Latin America, Africa, and Australia—Uttley and Aitchison—Reg. Ed.....	3.84	4.42	1963
804	Grade 6-7—Eurasia, Africa, and Australia—Glendinning, et al—Reg. Ed.....	4.05	4.66	1962
805	Grade 6-7—Eurasia—Glendinning—Reg. Ed.....	4.05	4.66	1963
Harlow Publishing Corporation				
806	Grade 7-8—Tennessee Geography—Law—2nd Ed. (supplementary).....	3.16	3.64	1964
Holt, Rinehart and Winston, Inc.				
807	Grade 3—Our Neighbors at Home—Smith and Sorenson—Rev. Ed.....	2.97	3.42	1960
808	Grade 4—Neighbors Around the World—Smith and Sorenson—Rev. Ed.....	3.21	3.69	1959
809	Grade 5-6—Neighbors in the Americas—Smith and Sorenson—Rev. Ed.....	3.72	4.28	1957
810	Grade 5-6—Knowing Our Neighbors in Canada and Latin America—Carls, et al—Rev. Ed.....	3.96	4.55	1964
811	Grade 6-7—Neighbors Across the Seas—Carls and Sorenson—Rev. Ed.....	3.72	4.28	1959
812	Grade 7-8—Our United States in a World of Neighbors—Carls, et al—Rev. Ed.....	4.05	4.66	1964
Charles E. Merrill Books, Inc.				
813	Grade 7-8—Our Homeland and the World—Thurston, et al—Textbook Ed.....	4.35	5.00	1964
Silver Burdett Company				
814	*Grade 3—Ways of Our Land—Sorensen—Reg. Ed.....	2.58	2.97	1961
815	*Grade 4—Geography for Today's World, Our Big World—Barrows, et al—Reg. Ed.....	3.06	3.52	1964
816	*Grade 5—Geography for Today's World, The American Continents—Barrows, et al—Reg. Ed.....	3.96	4.55	1964
817	*Grade 5—Geography for Today's World, The United States and Canada—Barrows, et al—Reg. Ed.....	3.81	4.38	1964
818	*Grade 6—Geography for Today's World, Old World Lands—Barrows, et al—Reg. Ed.....	3.96	4.55	1964
819	*Grade 7—Geography for Today's World, A World View—Sorensen—Reg. Ed.....	4.08	4.69	1964
820	*Grade 6-7—Learning About Latin America—Harper, et al—Reg. Ed.....	3.72	4.28	1964

*Teachers' editions available at the same price as the texts.

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
5. Commercial Geography				
South-Western Publishing Company				
821	Grade 9-12—World Geography—Pounds and Cooper— 6th Ed.....	3.60	4.14	1961
6. World Geography				
Allyn and Bacon, Inc.				
822	Grade 9-12—Global Geography—Van Cleef and Finney—Reg. Ed.....	4.62	5.31	1963
823	Grade 9-12—Our World and Its Peoples—Kolevzon and Heine—Reg. Ed.....	4.50	5.17	1960
Ginn and Company				
824	Grade 9-10—World Geography—Bradley— Reg. Ed.....	4.44	5.11	1960
McGraw-Hill Book Company, Inc. (Webster Publishing Division)				
825	*Grade 9-12—The World Today: Its Patterns and Cultures—Kohn—1st Ed.....	5.16	5.93	1963
*Teachers' edition available at the same price as the text.				
Holt, Rinehart and Winston, Inc.				
826	Grade 9-12—World Geography Today—Israel, et al—Rev. Ed.....	4.44	5.11	1962
The Macmillan Company				
827	Grade 9-12—The Wide World: A Geography— James and Davis—Rev. Ed.....	4.65	5.35	1962
828	Grade 9-12—Geography of the World—Packard, et al—4th Ed.....	4.65	5.35	1963
Rand McNally & Company				
829	Grade 9-12—Geography and World Affairs— Jones and Murphy—2nd Ed.....	4.20	4.83	1962
D. Van Nostrand Company, Inc.				
830	Grade 9—World Geography and You—Holt— 1st Ed.....	4.80	5.52	1964
7. Economics				
Follett Publishing Company				
831	Grade 10-12—Economics and You—Holt—3rd Ed.....	3.60	4.14	1964
Ginn and Company				
832	Grade 11-12—Economics—Goodman and Harriss— Reg. Ed.....	4.17	4.80	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Harcourt, Brace & World, Inc.			
833	Grade 9-12—Our American Economy—Lindholm and Driscoll—2nd Ed.....	3.90	4.49	1964
	McGraw-Hill Book Company, Inc. (Webster Publishing Division)			
834	Grade 11-12—Economics for Our Times—Smith— 3rd Ed. Rev.....	4.32	4.97	1963
	South-Western Publishing Company			
835	Grade 9-12—Applied Economics—Dodd, et al—6th Ed.....	3.36	3.86	1962
836	Grade 9-12—Consumer Economic Problems—Wilson and Eyster—6th Ed.....	3.45	3.96	1961
8. American Government				
	Allyn and Bacon, Inc.			
837	Grade 12—American Government—Magruder and McClenaghan—Reg. Ed.....	4.44	5.11	1964
838	Grade 12—Today's Problems—Hughes, et al—Reg. Ed.....	4.44	5.11	1962
	Follett Publishing Company			
839	Grade 10-12—The People Govern—Paquin and Irish—1st Ed.....	4.11	4.73	1961
	Ginn and Company			
840	Grade 11-12—Understanding Our Government— Bruntz—Reg. Ed.....	4.26	4.90	1963
	The Macmillan Company			
841	Grade 9-12—Government in Our Republic—Brown and Peltier—Reg. Ed.....	4.20	4.83	1960
842	Grade 9-12—Goals of Democracy: A Problems Approach—McCutchen, et al—Reg. Ed.....	4.20	4.83	1962
	Scott, Foresman and Company			
843	Grade 12—Our Living Government—Haefer, et al—Reg. Ed.....	4.26	4.90	1964
9. Sociology				
	Allyn and Bacon, Inc.			
844	Grade 12—High School Sociology—Cole and Montgomery—Reg. Ed.....	3.81	4.38	1963
	Ginn and Company			
845	Grade 11-12—Social Living—Landis—Reg. Ed.....	3.81	4.38	1961

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	J. B. Lippincott Company			
846	Grade 9-12—Living in Social Groups—Quinn— 1st Ed.....	4.05	4.66	1962
	The L.W. Singer Company			
847	Grade 12—Understanding Our Times—Walker, et al—Reg. Ed.....	3.36	3.86	1961
10. American History				
	Ginn and Company			
848	Grade 11—Our American Republic—Muzzey and Link—1st Ed. "B" Imprint.....	4.50	5.18	1963
849	Grade 11—Our Country's History—Muzzey— Reg. Ed.....	4.50	5.18	1961
	Harcourt, Brace & World, Inc.			
850	Grade 11-12—Rise of the American Nation—Todd and Curti—1st Ed.....	4.80	5.52	1961
	Harper & Row, Publishers, Inc.			
851	Grade 9-12—The American People: Their History— Ver Steeg—Reg. Ed.....	4.47	5.14	1964
	Holt, Rinehart and Winston, Inc.			
852	Grade 11-12—Story of America—Harlow and Noyes—Rev. Ed.....	4.47	5.14	1964
	Houghton Mifflin Company			
853	Grade 9-12—The Making of Modern America— Canfield and Wilder—Reg. Ed.....	4.65	5.35	1964
	Laidlaw Brothers, Inc.			
854	Grade 9-12—Our Nation's Story—Augspurger and McLemore—Reg. Ed.....	4.35	5.00	1960
	McGraw-Hill Book Company, Inc. (Webster Publishing Division)			
855	Grade 9-12—This Is Our Nation—Boller & Tilford—1st Ed.....	4.47	5.14	1961
	The Macmillan Company			
856	Grade 9-12—History of a Free People—Bragdon and McCutchen—5th Rev. Ed.....	4.65	5.35	1964
	Rand McNally & Company			
857	Grade 9-12—The Adventure of the American People— Graff and Krout—1st Ed.....	4.47	5.14	1964

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
11. World History				
Allyn and Bacon, Inc.				
858	Grade 9-10—The Pageant of World History— Leinwand—Reg. Ed.....	4.56	5.24	1962
859	Grade 10—The Making of Today's World— McCrocklin—Reg. Ed.....	4.74	5.45	1962
860	Grade 10-11—A Global History of Man— Stavrianos, et al—Reg. Ed.....	4.80	5.52	1962
American Book Company				
861	*Grade 10—A History of the World—Magenis and Appel—Reg. Ed.....	4.44	5.10	1963
*Teachers' edition available at the same price as the text.				
Ginn and Company				
862	Grade 10—A World History—Roselle—Reg. Ed.....	4.65	5.35	1963
863	Grade 10—Our World History—Black—Reg. Ed.....	4.65	5.35	1962
Harcourt, Brace and World, Inc.				
864	Grade 10—Men and Nations: A World History— Mazour and Peoples—3rd Ed.....	4.80	5.52	1964
D. C. Heath and Company				
865	Grade 10-11—The World Story—Bruun and Haines—Reg. Ed.....	4.71	5.42	1963
Holt, Rinehart and Winston, Inc.				
866	Grade 9-11—Story of Nations—Rogers, et al—Rev. Ed.....	4.47	5.14	1962
Houghton Mifflin Company				
867	Grade 9-12—The History of Our World—Boak, et al—Reg. Ed.....	4.80	5.52	1963
Laidlaw Brothers, Inc.				
868	Grade 9-12—World History, The Story of Man's Achievements—Habberton, et al—Reg. Ed.....	4.74	5.45	1962
The Macmillan Company				
869	Grade 9-12—Past to Present: A World History— Zebel and Schwartz—Rev. Ed.....	4.71	5.42	1963
Prentice-Hall, Inc.				
870	Grade 9-12—Our World Through the Ages— Platt and Drummond—2nd Ed.....	4.47	5.14	1961
Scott, Foresman and Company				
871	Grade 10—Living World History—Wallbank and Schrier—Reg. Ed.....	4.41	5.07	1964

722 BOOKS FOR SCHOOLS AND TREATMENT OF MINORITIES

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
12. Ancient History				
	Silver Burdett Company			
872	Grade 10—Ancient and Medieval History— Magoffin and Duncalf—Reg. Ed.....	4.23	4.86	1959
13. Modern History				
	Silver Burdett Company			
873	Grade 11—Modern History—Becker—Reg. Ed.....	4.35	5.00	1964
14. Psychology				
	Harcourt, Brace & World, Inc.			
874	Grade 9-12—Psychology: Its Principles and Applications—Engle—3rd Ed.....	4.20	4.83	1957
	McGraw-Hill Book Company (Webster Publishing Division)			
875	Grade 10-12—Psychology for Living—Sorenson and Malm—2nd Ed.—Rev.....	4.47	5.14	1964
	Prentice-Hall, Inc.			
876	Grade 9-12—Psychology and Personality— Phillips and Gibson—1st Ed.....	3.84	4.42	1957

SECTION V

Contracts Begin July 1, 1963

5-Year Listing. Contracts expire June 30, 1968

BUSINESS EDUCATION

1. Bookkeeping

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Prentice-Hall, Inc.			
877	Grade 10-12—Introductory Bookkeeping— Olson, et al—3rd Ed.....	\$3.03	\$3.48	1961
	South-Western Publishing Co.			
878	Grade 9-12—20th Century Bookkeeping and Accounting, Carlson et al—(First Year)— 22nd Ed.....	2.79	3.20	1962
879	Grade 9-12—20th Century Bookkeeping and Accounting, Carlson, et al—(Second Year)— 21st Ed.....	3.06	3.51	1958

2. Business English

	D. C. Heath and Co.			
880	Grade 9-12—Business English in Action— Tressler and Lipman—Reg. Ed.....	3.60	4.14	1957
	Gregg Publishing Division			
881	Grade 9-12—Business English and Communication— Stewart, et al—2nd Ed.....	3.42	3.93	1961
	Prentice-Hall, Inc.			
882	Grade 10-12—English for Business— Parkhurst—4th Ed.....	3.09	3.55	1963
	South-Western Publishing Company			
883	Grade 9-12—Effective English for Business— Aurner and Burtness—5th Ed.....	3.30	3.79	1962

3. Business Law

	Prentice-Hall, Inc.			
884	Grade 9-12—Business Law for Everyday Living— Getz—2nd Ed.....	2.97	3.42	1959
	South-Western Publishing Co.			
885	Grade 9-12—Applied Business Law— Fisk and Snapp—8th Ed.....	2.91	3.34	1960

724 BOOKS FOR SCHOOLS AND TREATMENT OF MINORITIES

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
4. General Business				
	Allyn and Bacon, Inc.			
886	Grade 9-12—Introduction to Business— Reed, et al—Reg. Ed.....	3.33	3.83	1958
	Gregg Publishing Division			
887	Grade 9-12—General Business for Everyday Living— Price, et al—2nd Ed.....	3.84	4.42	1960
	Prentice-Hall, Inc.			
888	Grade 9-12—General Business for Today and Tomorrow—Aberle, et al—1st Ed.....	2.97	3.42	1959
	South-Western Publishing Co.			
889	Grade 9-12—General Business—Crabb, et al—8th Ed....	3.27	3.76	1961
5. Office Practice				
	Gregg Publishing Division			
890	Grade 11-12—General Office Practice— Archer, et al—1st Ed.....	3.42	3.93	1958
	South-Western Publishing Co.			
891	Grade 9-12—Clerical Office Practice— Agnew and Meehan—3rd Ed.....	3.09	3.55	1961
6. Secretarial Practice				
	Gregg Publishing Division			
892	Grade 12—Applied Secretarial Practice— Gregg, et al—5th Ed.....	3.48	4.00	1962
	Prentice-Hall, Inc.			
893	Grade 11-12—Office and Secretarial Training— Stickney, et al—4th Ed.....	2.97	3.42	1959
	South-Western Publishing Co.			
894	Grade 9-12—Secretarial Office Practice— Agnew and Meehan—6th Ed.....	3.09	3.55	1960
7. Shorthand				
	Gregg Publishing Division			
895	Grade 10-12—Gregg Shorthand Manual Simplified (First Year)—Gregg, et al—2nd Ed.....	2.52	2.90	1955
896	Grade 10-12—Gregg Shorthand Manual Simplified Functional Method (First Year)— Leslie and Zoubek—2nd Ed.....	2.82	3.24	1955

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
897	Grade 10-12—Gregg Dictation Simplified (First Year)—Leslie and Zoubek—2nd Ed.....	2.82	3.24	1955
898	Grade 10-12—Gregg Speed Building Simplified (Second Year)—Gregg, et al—2nd Ed.....	2.91	3.35	1957
899	Grade 10-12—Gregg Transcription Simplified (Second Year)—Leslie and Zoubek—2nd Ed.....	2.97	3.42	1956
900	Grade 9-12—Gregg Notehand—A Personal-Use Shorthand With Integrated Instruction in How to Make Notes—Leslie, et al—1st Ed.....	3.45	3.97	1960

South-Western Publishing Co.

901	Grade 9-12—Shorthand Dictation Studies—Bowman and Oliverio—3rd Ed.....	2.85	3.27	1961
902	Grade 9-12—Shorthand Transcription Studies—Balsley and Wanous—3rd Ed.....	2.85	3.27	1958

8. Typewriting

Gregg Publishing Division

903	Grade 9-12—Gregg Typing, 191 Series, Book One—Rowe, et al—1st Ed.....	2.73	3.14	1962
904	Grade 9-12—Gregg Typing, Complete Course—Rowe and Lloyd—2nd Ed.....	2.97	3.42	1958

South-Western Publishing Co.

905	Grade 9-12—20th Century Typing—(First Year) Lessenberry, et al—8th Ed.....	2.34	2.69	1962
906	Grade 9-12—20th Century Typing (Complete Edition) Lessenberry, et al—8th Ed.....	2.85	3.27	1962

DISTRIBUTIVE EDUCATION

Gregg Publishing Division

907	Grade 11-12—Retailing Principles and Practices—Richert, et al—4th Ed.....	4.11	4.73	1962
908	Grade 11-12—Salesmanship Fundamentals—Ernest and DaVall—2nd Ed.....	3.42	3.93	1959

Prentice-Hall, Inc.

909	Grade 11-12—Facts About Merchandise—Logan and Moon—1st Ed.....	4.35	5.00	1962
910	Grade 11-12—Sales Horizons—Haas and Perry—2nd Ed.....	3.18	3.66	1963
911	Grade 11-12—Store Salesmanship—Robinson, et al—5th Ed.....	2.94	3.38	1959

South-Western Publishing Co.

912	Grade 9-12—Fundamentals of Selling—Wingate and Nolan—7th Ed.....	3.09	3.55	1959
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Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
913	Grade 9-12—Retail Merchandising— Wingate and Weiner—5th Ed.....	3.15	3.62	1957
914	Grade 9-12—Fundamentals of Advertising— Rowse and Nolan—6th Ed.....	2.79	3.20	1957
915	Grade 9-12—Business Principles and Management— Shilt and Wilson—4th Ed.....	3.36	3.86	1961

DRIVER EDUCATION

	Chas. A. Bennett Co., Inc.			
916	Grade 9-12—Youth at the Wheel—Glenn—1st Ed.....	3.06	3.52	1958
	Laidlaw Brothers, Inc.			
917	Grade 9-12—When You Take the Wheel— Strasser, et al—Reg. Ed.....	2.55	2.93	1963
	McGraw-Hill Book Co., Inc.			
918	Grade 7-12—Sportsmanlike Driving— American Automobile Association—4th Ed.....	3.27	3.76	1961
	Prentice-Hall, Inc.			
919	Grade 9-12—Man and the Motor Car—Center for Safety Education, New York University—6th Ed.....	2.76	3.17	1962

FINE ARTS

1. Music

	Allyn & Bacon, Inc.			
920	Grade 1—This is Music—Sur, et al—Reg. Ed.....	4.20	4.83	1962
921	*Grade 2—This is Music—Sur, et al—Reg. Ed.....	1.80	2.07	1961
922	*Grade 3—This is Music—Sur, et al—Reg. Ed.....	1.80	2.07	1961
923	*Grade 4—This is Music—Sur, et al—Reg. Ed.....	1.89	2.17	1961
924	*Grade 5—This is Music—Sur, et al—Reg. Ed.....	1.95	2.24	1962
925	*Grade 6—This is Music—Sur, et al—Reg. Ed.....	2.10	2.41	1962

*Teachers' editions available at the same price as the text.

	American Book Company			
926	Grade 1—Music for Young Americans— Berg, et al—Reg. Ed.....	3.90	4.48	1963
927	*Grade 2—Music for Young Americans— Berg, et al—Reg. Ed.....	1.80	2.07	1963
928	Grade 2—Music for Young Americans, Guide and Accompaniment for Book 2—Berg, et al—Reg. Ed.....	2.70	3.10	1963
929	*Grade 3—Music for Young Americans— Berg, et al—Reg. Ed.....	1.86	2.13	1963
930	Grade 3—Music for Young Americans, Guide and Accompaniment for Book 3—Berg, et al—Reg. Ed.....	2.85	3.27	1963
931	*Grade 4—Music for Young Americans— Berg, et al—Reg. Ed.....	1.92	2.20	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
932	Grade 4—Music for Young Americans, Guide and Accompaniment for Book 4, Berg, et al—Reg. Ed.....	3.00	3.45	1963
933	*Grade 5—Music for Young Americans— Berg, et al—Reg. Ed.....	1.98	2.27	1963
934	Grade 5—Music for Young Americans, Guide and Accompaniment for Book 5—Berg, et al—Reg. Ed....	3.30	3.79	1963
935	*Grade 6—Music for Young Americans— Berg, et al—Reg. Ed.....	2.04	2.34	1963
936	Grade 6—Music for Young Americans, Guide and Accompaniment for Book 6—Berg, et al—Reg. Ed....	3.45	3.96	1963
937	*Grade 7—Music for Young Americans— Berg, et al—Reg. Ed.....	2.49	2.86	1963
938	Grade 7—Music for Young Americans, Guide and Accompaniment for Book 7—Berg, et al—Reg. Ed....	4.20	4.83	1963
939	*Grade 8—Music for Young Americans— Berg, et al—Reg. Ed.....	2.55	2.93	1963
940	Grade 8—Music for Young Americans, Guide and Accompaniment for Book 8—Berg, et al—Reg. Ed....	4.20	4.83	1963
*Teachers' editions available at the same price as the text.				

Banks Upshaw Division
(National Textbook Corporation)

941	Grade 9-12—Adventures in Music—Howell—1st Ed.....	2.70	3.11	1960
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Follett Publishing Company

942	*Grade 1—Music Round the Clock—Wolfe, et al—Diamond Ed.....	1.59	1.83	1963
943	*Grade 2—Music Round the Town—Wolfe, et al—Diamond Ed.....	1.77	2.04	1963
944	*Grade 3—Music Through the Year—Wolfe, et al—Diamond Ed.....	1.86	2.14	1963
945	*Grade 4—Music Across Our Country—Wolfe, et al—Diamond Ed.....	1.92	2.21	1963
946	*Grade 5—Voices of America—Wolfe, et al—Diamond Ed.....	2.01	2.31	1963
947	*Grade 6—Voices of the World—Wolfe, et al—Diamond Ed.....	2.07	2.38	1963
948	*Grade 7—Music Sounds Afar—Wolfe, et al.....	2.64	3.04	1958
949	*Grade 8—Proudly We Sing—Wolfe, et al.....	2.70	3.11	1958

*Teachers' editions available at the same price as the text.

Ginn and Company

950	Grade 1—The First Grade Book, Enlarged Ed.— Pitts, et al—Reg. Ed.....	4.20	4.83	1959
951	Grade 1—Singing as We Play, Primer 1— Pitts, et al—Reg. Ed.....	.75	.86	1957
952	Grade 1—Singing All the Day, Primer 2— Pitts, et al—Reg. Ed.....	.75	.86	1957
953	Grade 1—Playing As We Sing (Piano)— Pitts, et al—Reg. Ed.....	.75	.86	1955

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
954	*Grade 2—Singing On Our Way, Enlarged Ed.— Pitts, et al—Reg. Ed.	1.74	2.00	1959
955	*Grade 3—Singing and Rhyming, Enlarged Ed.— Pitts, et al—Reg. Ed.	1.80	2.07	1959
956	*Grade 4—Singing Every Day, Enlarged Ed.— Pitts, et al—Reg. Ed.	1.86	2.14	1959
957	*Grade 5—Singing Together, Enlarged Ed.— Pitts, et al—Reg. Ed.	1.92	2.21	1959
958	*Grade 6—Singing in Harmony, Enlarged Ed.— Pitts, et al—Reg. Ed.	2.04	2.35	1959
959	Grade 7—Singing Juniors, Enlarged Ed.— Pitts, et al—Reg. Ed.	2.88	3.31	1961
960	Grade 8—Singing Teen-Agers, Enlarged Ed.— Pitts, et al—Reg. Ed.	2.94	3.38	1961
961	Grade 9-12—Music Makers—Pitts, et al—Reg. Ed.	3.00	3.45	1956

*Teachers' editions available at the same price as the text.

Music Publishers Holding Corporation
(M. Witmark & Sons)

962	Grade 7-9—Living with Music, Volume I— Richardson and English—Rev. Ed.	2.23	2.85	1962
963	Grade 7-9—Living with Music, Volume II— Richardson and English—1st Ed.	2.06	2.65	1958

Prentice-Hall, Inc.

964	Grade 7—Time for Music—Ehret, et al—1st Ed.	2.34	2.69	1959
965	Grade 8—Music for Everyone—Ehret, et al—1st Ed.	2.34	2.69	1959

Shawnee Press, Inc.

966	Grade 7-12—Fred Waring Song Book—Ades	1.30	1.50	1962
967	Grade 7-12—Have Songs—Will Sing (Fred Waring Workshop Series)—Simeone	1.30	1.50	1962
968	Grade 7-12—Youth Sings (Fred Waring Workshop Series)—Simeone	1.30	1.50	1954
969	Grade 5-12—A Singing Bee (Fred Waring Workshop Series)—Gearhart	1.30	1.50	1956
970	Grade 7-12—Songfest (Fred Waring Workshop Series)—Simeone	1.30	1.50	1956
971	Grade 6-12—Sugar and Spice (Fred Waring Workshop Series)—Ades	1.30	1.50	1957
972	Grade 7-12—Belles and Beaus (Fred Waring Workshop Series)—Gearhart	1.30	1.50	1957
973	Grade 7-12—Gentlemen Songsters (Fred Waring Workshop Series)—Gearhart	1.30	1.50	1959
974	Grade 9-12—3 to Make Music (Fred Waring Workshop Series)—Ades	1.30	1.50	1959
975	Grade 5-12—Rise and Shine (Fred Waring Workshop Series)—Simeone	1.30	1.50	1960
976	Grade 4-12—Little Folk Songs (Fred Waring Workshop Series)—Israel, et al	1.30	1.50	1961
977	Grade 7-12—Once Upon a Song—Gearhart	1.30	1.50	1961

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Silver Burdett Company				
978	Grade 1—Music for Living, I Like the City— Mursell, et al—Reg. Ed.....	1.05	1.21	1962
979	Grade 1—Music for Living, I Like the Country— Mursell, et al—Reg. Ed.....	1.05	1.21	1962
980	Grade 1—Music for Living, Music Through the Day (Teacher's Book 1 with accompaniments)— Mursell, et al—Reg. Ed.....	3.09	3.55	1962
981	Grade 2—Music for Living, Music in Our Town— Mursell, et al—Reg. Ed.....	1.80	2.07	1962
982	Grade 2—Music for Living, Music in Our Town— (Teacher's Book 2 with accompaniments)— Mursell, et al—Reg. Ed.....	2.52	2.90	1962
983	Grade 3—Music for Living, Music Now and Long Ago—Mursell, et al—Reg. Ed.....	1.83	2.10	1962
984	Grade 3—Music for Living, Music Now and Long Ago—(Teacher's Book 3 with accompaniments)— Mursell, et al—Reg. Ed.....	2.67	3.07	1962
985	Grade 4—Music for Living, Music Near and Far— Mursell, et al—Reg. Ed.....	1.86	2.14	1962
986	Grade 4—Music for Living, Music Near and Far— (Teacher's Book 4 with accompaniments)— Mursell, et al—Reg. Ed.....	2.73	3.14	1962
987	Grade 5—Music for Living, Music in Our Country— Mursell, et al—Reg. Ed.....	2.01	2.31	1962
988	Grade 5—Music for Living, Music in Our Country— (Teacher's Book 5 with accompaniments)— Mursell, et al—Reg. Ed.....	3.12	3.59	1962
989	Grade 6—Music for Living, Music Around the World—Mursell, et al—Reg. Ed.....	2.07	2.38	1962
990	Grade 6—Music for Living, Music Around the World—(Teacher's Book 6 with accompani- ments)—Mursell, et al—Reg. Ed.....	3.51	4.04	1962
991	Grade 7—Music in Our Life—Cooper, et al—Reg. Ed.....	2.76	3.17	1959
992	Grade 7—Music in Our Life—(Teacher's Edition with accompaniments)—Cooper, et al—Reg. Ed.....	3.60	4.14	1959
993	Grade 8—Music in Our Times—Cooper, et al—Reg. Ed.....	2.82	3.24	1959
994	Grade 8—Music in Our Times—(Teacher's Edition with accompaniments)—Cooper, et al—Reg. Ed.....	3.60	4.14	1960
995	Grade 9-12—Music in Our Heritage— Serposs and Singleton—Reg. Ed.....	3.00	3.45	1962
996	Grade 9-12—Music in Our Heritage—Serposs and Singleton—Reg. Ed. (Source Book for Teaching).....	3.45	3.97	1962
Summy-Birchard Company				
997	Grade 1—Birchard Music Series: Book One— (Teacher's Book—Cloth)—Ernst, et al—1st Ed.....	4.20	4.83	1962
998	Grade 2—Birchard Music Series: Book Two— Ernst, et al—1st Ed.....	1.86	2.14	1962
999	Grade 2—Birchard Music Series: Book Two— (Teacher's)—Ernst, et al—1st Ed.....	3.60	4.14	1962

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1000	Grade 3—Birchard Music Series: Book Three— Ernst, et al—1st Ed.....	1.86	2.14	1962
1001	Grade 3—Birchard Music Series: Book Three (Teacher's)—Ernst, et al—1st Ed.....	3.60	4.14	1962
1002	Grade 4—Birchard Music Series: Book Four— Ernst, et al—1st Ed.....	1.98	2.28	1962
1003	Grade 4—Birchard Music Series: Book Four (Teacher's)—Ernst, et al—1st Ed.....	3.75	4.31	1962
1004	Grade 5—Birchard Music Series: Book Five— Ernst, et al—1st Ed.....	2.10	2.42	1962
1005	Grade 5—Birchard Music Series: Book Five (Teacher's)—Ernst, et al—1st Ed.....	3.90	4.49	1962
1006	Grade 6—Birchard Music Series: Book Six— Ernst, et al—1st Ed.....	2.22	2.55	1962
1007	Grade 6—Birchard Music Series: Book Six (Teacher's)—Ernst, et al—1st Ed.....	4.05	4.66	1962
1008	Grade 7—Birchard Music Series: Book Seven— Ernst, et al—1st Ed.....	2.97	3.42	1959
1009	Grade 7—Birchard Music Series: Book Seven (Teacher's)—Ernst, et al—1st Ed.....	2.85	3.28	1959
1010	Grade 8—Birchard Music Series: Book Eight— Ernst, et al—1st Ed.....	2.97	3.42	1959
1011	Grade 8—Birchard Music Series: Book Eight (Teacher's)—Ernst, et al—1st Ed.....	2.85	3.28	1959
1012	Grade 9-12—Music Throughout the World— Cotton and Bradburn—Rev. Ed.....	3.72	4.28	1960
1013	Grade 9-12—Hearing, Gateway to Music— Katz and Rowen—1st Ed.....	2.25	2.59	1959

2. Art

Chas. A. Bennett Company, Inc.

1014	Grade 7-12—Art for Young America— Nicholas, et al—4th Ed.....	3.54	4.07	1962
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W. S. Benson and Company

1015	Grade 1—Our Expanding Vision, A Way to Tell— Fearing, et al—Reg. Ed.....	.84	1.12	1960
1016	Grade 2—Our Expanding Vision, A Way to Know— Fearing, et al—Reg. Ed.....	.84	1.12	1960
1017	Grade 3—Our Expanding Vision, A Way to See— Fearing, et al—Reg. Ed.....	.84	1.12	1960
1018	Grade 4—Our Expanding Vision, Discovering Your Way—Fearing, et al—Reg. Ed.....	.84	1.12	1960
1019	Grade 5—Our Expanding Vision, Knowing Yourself and Others—Fearing, et al—Reg. Ed.....	.84	1.12	1960
1020	Grade 6—Our Expanding Vision, Expressing Your Ideas—Fearing, et al—Reg. Ed.....	.84	1.12	1960
1021	Grade 7—Our Expanding Vision, You and the World—Fearing, et al—Reg. Ed.....	.84	1.12	1960

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1022	Grade 8—Our Expanding Vision, Greater Understanding—Fearing, et al—Reg. Ed.....	.84	1.12	1960
Laidlaw Brothers, Inc.				
1023	Grade 1—Art for You—Stafford, et al—Reg. Ed.....	.66	.75	1960
1024	Grade 2—Art for You—Stafford, et al—Reg. Ed.....	.66	.75	1960
1025	Grade 3—Art for You—Stafford, et al—Reg. Ed.....	.66	.75	1960
1026	Grade 4—Art for You—Stafford, et al—Reg. Ed.....	.66	.75	1960
1027	Grade 5—Art for You—Stafford, et al—Reg. Ed.....	.66	.75	1960
1028	Grade 6—Art for You—Stafford, et al—Reg. Ed.....	.66	.75	1960
1029	Grade 7—Art for You—Stafford, et al—Reg. Ed.....	.78	.89	1960
1030	Grade 8—Art for You—Stafford, et al—Reg. Ed.....	.78	.89	1960
Charles E. Merrill Books, Inc.				
1031	Grade 1—The Prang Young Artists Series— Kysar, et al—Teacher's Book.....	2.00	2.30	1959
1032	Grade 2—The Prang Young Artists Series— Kysar, et al—Teacher's Book.....	2.00	2.30	1959
1033	Grade 3—The Prang Young Artists Series— Kysar, et al—Teacher's Book.....	2.00	2.30	1959
1034	Grade 4—The Prang Young Artists Series— Kysar, et al—Teacher's Book.....	2.00	2.30	1959
1035	Grade 5—The Prang Young Artists Series— Kysar, et al—Teacher's Book.....	2.00	2.30	1959
1036	Grade 6—The Prang Young Artists Series— Kysar, et al—Teacher's Book.....	2.00	2.30	1959
1037	Grade 7—The Prang Young Artists Series— Kysar, et al—Teacher's Book.....	2.00	2.30	1959
1038	Grade 8—The Prang Young Artists Series— Kysar, et al—Teacher's Book.....	2.00	2.30	1959

3. Crafts

McKnight & McKnight Publishing Co.

1039	Grade 7-12—Handicrafts Simplified— Amon and Rawson—1st Ed.....	3.30	3.80	1961
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INDUSTRIAL ARTS AND TRADES AND INDUSTRIAL EDUCATION

1. Auto Mechanics

American Technical Society

1040	Grade 10-12—Automotive Collision Work— Frazee, et al—2nd Ed.....	5.35	6.15	1955
1041	Grade 10-12—Automotive Fundamentals— Venk and Billiet—2nd Ed.....	5.01	5.76	1961

Chas. A. Bennett Co., Inc.

1042	Grade 9-12—Automechanics—Glenn—1st Ed.....	5.22	6.00	1962
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Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	The Bruce Publishing Company			
1043	Grade 9-12—Automotive Essentials—Kuns—Rev. Ed.....	3.72	4.28	1958
	Chilton Publications, Inc.			
1044	Grade 9-12—Automobile Sheet Metal Repair—Sargent...	6.06	8.05	1961
1045	Grade 9-12—Glenn's New Auto Repair Manual—Glenn.....	6.81	9.05	1962
	McGraw-Hill Book Company, Inc.			
1046	Grade 9-12—Automotive Mechanics—Crouse—5th Ed....	5.04	5.80	1965
2. Bricklaying, Tile Setting, and Masonry				
	American Technical Society			
1047	Grade 10-12—Bricklaying Skill and Practice— Dalzell and Townsend—2nd Ed.....	2.70	3.11	1954
1048	Grade 10-12—Masonry Simplified, Vol. I— Dalzell, et al—2nd Ed.....	4.43	5.09	1956
1049	Grade 10-12—Masonry Simplified, Vol. II— Dalzell, et al—2nd Ed.....	4.58	5.27	1957
	Chas. A. Bennett Co., Inc.			
1050	Grade 9-12—Art of Bricklaying—Ray—2nd Ed.....	3.38	3.89	1961
3. Carpentry				
	American Technical Society			
1051	Grade 10-12—Fundamentals of Carpentry, Vol. I— Durbahn—3rd Ed.....	3.66	4.21	1961
1052	Grade 10-12—Fundamentals of Carpentry, Vol. II— Durbahn—2nd Ed.....	3.81	4.38	1956
4. Drawing (Architectural and Mechanical)				
	American Technical Society			
1053	Grade 11-12—How to Plan a House— Townsend, et al—3rd Ed.....	5.35	6.15	1958
1054	Grade 11-12—Engineering-Technical Drafting and Graphics—Gianchino and Beukema—1st Ed.....	7.51	8.64	1961
	Chas. A. Bennett Co., Inc.			
1055	Grade 7-12—Drawing and Planning for Industrial Arts—Feirer—2nd Ed.....	3.39	3.90	1963
	The Bruce Publishing Company			
1056	Grade 9-12—Architectural Drawing—Waffle—Rev. Ed....	5.10	5.87	1962
1057	Grade 9-12—Mechanical Drawing—Berg—Rev. 5th Ed...	2.40	2.76	1962
1058	Grade 7-9—Visualized Basic Mechanical Drawing— Almon—1st Ed.....	1.92	2.21	1961
1059	Grade 7-9—Modern Drafting—Wyatt—1st Ed.....	1.47	1.69	1962

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
McGraw-Hill Book Co., Inc.				
1060	Grade 9-12—Mechanical Drawing— French and Svensen—6th Ed.....	4.41	5.07	1957
1061	Grade 9-12—Industrial Arts and Blueprint Reading—Coover—2nd Ed.....	3.60	4.14	1961
McKnight & McKnight Publishing Company				
1062	Grade 7-9—Applied Drawing and Design— Scrogin and Bettencourt—4th Ed.....	3.45	3.97	1959
1063	Grade 7-9—General Drafting— Fryklund and Kepler—3rd Ed.....	2.70	3.11	1960
1064	Grade 10-12—Graphic Architectural Drafting— Edgar—2nd Ed.....	3.75	4.31	1960
The Macmillan Company				
1065	Grade 9-12—Basic Technical Drawing— Spencer—Reg. Ed.....	4.05	4.66	1962
Prentice-Hall, Inc.				
1066	Grade 9-12—Architectural Drafting—Hornung—3rd Ed.....	5.22	6.00	1960
1067	Grade 9-12—Technical Drafting Essentials— Luzadder—2nd Ed.....	4.14	4.76	1956
1068	Grade 9-12—Mechanical Drafting—Hornung—1st Ed....	4.62	5.31	1957
5. Electricity				
American Technical Society				
1069	Grade 9-12—Electricity and Electronics—Basic— Steinberg and Ford—2nd Ed.....	3.47	3.99	1961
1070	Grade 11-12—Interior Electric Wiring—Residential— Graham—6th Ed.....	3.66	4.21	1961
1071	Grade 9-12—Fundamentals of Electricity— Graham—4th Ed.....	3.66	4.21	1960
Chas. A. Bennett Co., Inc.				
1072	Grade 7-10—Industrial-Arts Electricity— Lush and Engle—3rd Ed.....	2.28	2.62	1959
The Bobbs-Merrill Company, Inc.				
1073	Grade 10-12—Learning Electricity Fundamentals (EFC-1)—Crow—1st Ed.....	4.46	5.13	1957
1074	Grade 10-12—Basic Electricity and an Introduction to Electronics (VEY-IT)—Howard W. Sams Engineering Staff—1st Ed.....	2.70	3.11	1959
Chilton Publications, Inc.				
1075	Grade 9-12—Fundamentals of Electricity—Bishop.....	5.31	7.05	1960
McGraw-Hill Book Company, Inc.				
1076	Grade 9-12—Basic Electrical and Electronic Principles—Suffern—3rd Ed.....	5.40	6.21	1962

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1077	Grade 9-12—Understanding Electricity and Electronics—Buban and Schmitt—1st Ed.....	4.86	5.59	1962
	McKnight & McKnight Publishing Company			
1078	Grade 9-12—Experimental Basic Electronics— Evans and Porter—1st Ed.....	2.10	2.42	1959
1079	Grade 9-12—30 Instruction Units in Basic Electricity—Matson—1st Ed.....	1.28	1.47	1961
1080	Grade 7-12—General Electricity—Jones—3rd Ed.....	1.20	1.38	1954
1081	Grade 7-9—Exploratory Electricity— Schank and Arnold—1st Ed.....	.94	1.08	1960
	Prentice-Hall, Inc.			
1082	Grade 9-12—Basic Electricity—Marcus—2nd Ed.....	4.83	5.55	1964
6. Foundry				
	American Technical Society			
1083	Grade 11-12—Foundry Practices—Rusinoff—1st Ed.....	5.01	5.76	1955
	McKnight & McKnight Publishing Company			
1084	Grade 10-12—Patternmaking and Founding— Smith—2nd Ed.....	1.20	1.38	1954
7. General Shop				
	The Bruce Publishing Company			
1085	Grade 7-12—Comprehensive General Shop I— Bauer, et al—1st Ed.....	3.24	3.73	1959
1086	Grade 7-12—Comprehensive General Shop II— Miller, et al—1st Ed.....	3.45	3.97	1962
	D. C. Heath and Company			
1087	Grade 9-12—General Shop for Everyone— Newkirk—Reg. Ed.....	3.00	3.45	1959
	McGraw-Hill Book Company, Inc.			
1088	Grade 7-12—General Shop—Groneman and Feirer —3rd Ed.....	3.72	4.28	1963
	The Macmillan Company			
1089	Grade 9-12—The Farm Shop— Wakeman and McCoy—Reg. Ed.....	4.47	5.14	1960
	Prentice-Hall, Inc.			
1090	Grade 7-9—Industrial Arts for the General Shop— Olson—2nd Ed.....	3.96	4.54	1961
1091	Grade 9-12—General Metal: Principles, Procedures and Projects—Fraser and Bedell—2nd Ed.....	3.66	4.21	1961

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	The Steck Company			
1092	Grade 7-12—Exploring the Industries— Groneman—Reg. Ed.....	2.88	3.31	1962
	8. Machine Shop			
	American Technical Society			
1093	Grade 10-12—Machine Trades Blueprint Reading— Ihne and Streeter—4th Ed.....	2.70	3.11	1962
1094	Grade 10-12—Machine Shop Operations and Setups— Porter, et al—2nd Ed.....	4.24	4.88	1960
	McGraw-Hill Book Company			
1095	Grade 9-12—Machine Tool Metalworking— Feirer and Tatro—1st Ed.....	4.96	5.70	1961
1096	Grade 9-12—Machine Tool Operation, Part I— Burghardt, et al—5th Ed.....	5.00	5.75	1959
1097	Grade 9-12—Machine Tool Operation, Part II— Burghardt, et al—4th Ed.....	5.28	6.07	1960
	McKnight & McKnight Publishing Company			
1098	Grade 9-12—Metalwork Technology and Practice— Ludwig—4th Ed.....	4.95	5.70	1962
	9. Plumbing			
	American Technical Society			
1099	Grade 10-12—How to Design and Install Plumbing— Matthias, et al—4th Ed.....	3.81	4.38	1960
	10. Printing			
	American Technical Society			
1100	Grade 10-12—Graphic Arts Procedures— Karch—2nd Ed.....	3.66	4.21	1957
	Chas. A. Bennett Co., Inc.			
1101	Grade 7-12—Practice of Printing—Polk—5th Ed.....	3.75	4.31	1962
1102	Grade 7-12—Graphic Arts—Carlsen—2nd Ed.....	2.85	3.28	1964
	The Bruce Publishing Company			
1103	Grade 9-12—Printing and Allied Graphic Arts—Hague	3.16	3.63	1957
	McGraw-Hill Book Company, Inc.			
1104	Grade 9-12—Printing: A Practical Introduction to the Graphic Arts—Jackson—1st Ed.....	4.02	4.62	1957
	McKnight & McKnight Publishing Company			
1105	Grade 9-12—Photo Offset Fundamentals— Cogoli—1st Ed.....	3.60	4.14	1960

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1106	Grade 9-12—General Printing— Cleeton and Pitkin—3rd Ed.....	3.00	3.45	1953
11. Radio-Television and Electronics				
American Technical Society				
1107	Grade 10-12—Radio-Television and Basic Electronics— Oldfield—2nd Ed.....	3.81	4.38	1960
The Bobbs-Merrill Company, Inc.				
1108	Grade 10-12—Basic Electronics Series: Amplifier Circuits (BEA-1)—Adams—1st Ed.....	2.21	2.54	1961
1109	Grade 10-12—Basic Electronics Series: Detector and Rectifier Circuits (BED-1)—Adams—1st Ed.....	2.21	2.54	1961
1110	Grade 10-12—Basic Electronics Series: Oscillator Circuits (BEO-1)—Adams—1st Ed.....	2.21	2.54	1961
1111	Grade 10-12—Basic Electronics Series: Transistor Circuits (BET-1)—Adams—1st Ed.....	2.21	2.54	1962
1112	Grade 10-12—Computer Basics: Introduction to Analog Computers (CSS-1)—Technical Educa- tion and Management, Inc.—1st Ed.....	3.71	4.27	1962
1113	Grade 10-12—Computer Basics: Analog Computers— Mathematics and Circuitry (CSS-2)—Technical Education and Management, Inc.—1st Ed.....	3.71	4.27	1962
1114	Grade 10-12—Computer Basics: Digital Computers— Mathematics and Circuitry (CSS-3)—Technical Education and Management, Inc.—1st Ed.....	3.71	4.27	1962
1115	Grade 10-12—Computer Basics: Digital Computers— Storage and Logic Circuitry (CSS-4)—1st Ed.....	3.71	4.27	1962
1116	Grade 10-12—Computer Basics: Analog and Digital Computers—Organization, Programming and Maintenance (CSS-5)—Technical Education and Management, Inc.—1st Ed.....	3.71	4.27	1962
1117	Grade 10-12—Computer Basics: Solid-State Computer Circuits (CSS-6)—Technical Education and Management, Inc.—1st Ed.....	3.71	4.27	1962
1118	Grade 9-12—Modern Dictionary of Electronics (DIC-1)—Graf—1st Ed.....	5.21	5.99	1962
McGraw-Hill Book Company, Inc.				
1119	Grade 9-12—Understanding Radio—Watson, et al—3rd Ed.....	4.65	5.35	1960
Prentice-Hall Inc.				
1120	Grade 9-12—Elements of Television Servicing for Bench and Field—Marcus and Gendler—2nd Ed.....	5.46	6.28	1963
1121	Grade 9-12—Radio Servicing: Theory and Practice— Marcus—3rd Ed.....	5.04	5.80	1960
1122	Grade 9-12—Elements of Radio—Marcus—5th Ed.....	4.62	5.31	1965

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
12. Sheet Metal				
	American Technical Society			
1123	Grade 10-12—Sheet Metal Shop Practice— Bruce—2nd Ed.....	3.54	4.07	1959
	Chas. A. Bennett Co., Inc.			
1124	Grade 7-12—Sheet-Metal Pattern Drafting and Shop Problems—Daugherty and Powell— 3rd Ed. (cloth).....	3.60	4.14	1961
	The Bruce Publishing Company			
1125	Grade 7-12—Metalwork Essentials—Tustison, et al—Rev. Ed.....	2.88	3.31	1962
	McGraw-Hill Book Company, Inc.			
1126	Grade 7-10—General Metals—Feirer—2nd Ed.....	4.32	4.97	1959
	The Steck Company			
1127	Grade 7-12—Basic Metalwork—Glazener—Reg. Ed.....	2.88	3.31	1962
13. Tailoring				
	The Bruce Publishing Company			
1128	Grade 9-12—How to Tailor—Schwebke—1st Ed.....	4.40	5.06	1960
14. Upholstering				
	Chilton Publications, Inc.			
1129	Grade 9-12—Upholstering at Home—Parker and Forna	4.56	6.05	1951
15. Welding				
	American Technical Society			
1130	Grade 10-12—Welding Skills and Practices— Giachino, et al—1st Ed.....	3.81	4.38	1960
	McKnight & McKnight Publishing Company			
1131	Grade 9-12—Contemporary Metal Home Furnishings— Lux and Towers—1st Ed.....	3.00	3.45	1957
1132	Grade 9-12—Gas & A C Arc Welding and Cutting— Jennings—3rd Ed.....	1.20	1.38	1956
	Prentice-Hall, Inc.			
1133	Grade 9-12—Basic Welding Principles—Stieri—1st Ed...	5.25	6.04	1953
16. Woodworking and Cabinet Making				
	American Technical Society			
1134	Grade 10-12—Cabinetmaking and Millwork—Dahl and Wilson—2nd Ed.....	5.01	5.76	1956

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
	Chas. A. Bennett Co., Inc.			
1135	Grade 7-12—Industrial Arts Woodworking— Feirer—2nd Ed.....	3.30	3.80	1960
1136	Grade 7-12—I. A. Bench Woodwork—Feirer—1st Ed.....	2.55	2.93	1959
1137	Grade 7-12—Advanced Woodwork and Furniture Making—Feirer—3rd Ed.....	3.42	3.93	1963
	The Bruce Publishing Company			
1138	Grade 7-8—Instructional Units in Hand Woodwork— Tustison, et al—Rev. Ed.....	2.25	2.59	1954
1139	Grade 7-12—Operation of Modern Woodworking— Hjorth and Holtrop.....	3.00	3.45	1958
1140	Grade 9-12—Principles of Woodworking—Holtrop and Herman—Rev. Ed.....	4.05	4.66	1961
1141	Grade 7-8—Basic Woodworking Processes—Hjorth and Fowler—Rev. Ed.....	2.40	2.76	1961
1142	Grade 10-12—Modern Machine Woodworking— Hjorth and Holtrop—1st Ed.....	3.60	4.14	1960
	McGraw-Hill Book Company, Inc.			
1143	Grade 7-12—General Woodworking—Groneman—3rd Ed.	3.99	4.59	1964
	McKnight & McKnight Publishing Company			
1144	Grade 7-12—General Shop Bench Woodworking— Fryklund and Kepler—4th Ed.....	2.70	3.11	1955
1145	Grade 9-12—Woodworking Technology—Hammond, et al—1st Ed.....	5.10	5.87	1961
1146	Grade 9-12—Machine Woodworking—Smith—3rd Ed.....	3.00	3.45	1958
1147	Grade 9-12—Finishing Materials and Methods— Soderberg—2nd Ed.....	3.60	4.14	1959
1148	Grade 9-12—Woodworking with Machines— Douglass—1st Ed.....	3.15	3.62	1960
	Prentice-Hall, Inc.			
1149	Grade 7-12—Woods and Woodworking for Industrial Arts—Olson—1st Ed.....	3.99	4.59	1958
17. Others				
	American Technical Society			
1150	Grade 10-12—Building Trades and Blueprint Reading, Part I—Dalzell, et al—3rd Ed.....	2.12	2.44	1956
1151	Grade 10-12—Building Trades Blueprint Reading, Part II—Sunderberg—1st Ed.....	2.27	2.61	1959
	Chas. A. Bennett Co., Inc.			
1152	Grade 7-12—Exploring Power Mechanics— Glenn—1st Ed.....	2.85	3.28	1962
1153	Grade 9-12—Making Things of Plastic— Edwards—1st Ed.....	2.81	3.23	1954

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1154	Grade 9-10—Leathercraft—Groneman—2nd Ed.....	3.15	3.62	1963
1155	Grade 9-12—General Crafts—Willoughby—1st Ed.....	3.00	3.45	1959
	The Steck Company			
1156	Grade 7-12—Basic Leathercraft—McCoy—Worktext Ed. .	.90	1.04	1961

READING

Developmental

Allyn and Bacon, Inc.

1157	*Grade 1—Picture Stories, Readiness 1—Sheldon, et al—Reg. Ed.....	.69	.79	1957
1158	Grade 1—More Picture Stories, Readiness 2—Sheldon, et al—Reg. Ed.....	.69	.79	1957
1159	Grade 1—At Home, Pre-Primer 1—Sheldon, et al—Reg. Ed.....	.57	.66	1957
1160	Grade 1—Here and Near, Pre-Primer 2—Sheldon, et al—Reg. Ed.....	.60	.69	1957
1161	Grade 1—Here and Away, Pre-Primer 3—Sheldon, et al—Reg. Ed.....	.60	.69	1957
1162	Grade 1,2, and 3 (Teacher's Edition) (At Home, Here and Near, Here and Away)—Sheldon, et al—Reg. Ed.....	1.47	1.69	1957
1163	*Grade 1—At Home and Away, Senior Pre-Primer— Sheldon, et al—Reg. Ed.....	1.47	1.69	1957
1164	*Grade 1—Our School, Primer—Sheldon, et al—Reg. Ed.....	1.47	1.69	1957
1165	*Grade 1—Our Town—Sheldon, et al—Reg. Ed.....	1.56	1.79	1957
1166	*Grade 2—Fields and Fences, Book 1—Sheldon, et al—Reg. Ed.....	1.68	1.93	1957
1167	*Grade 2—Town and Country, Book 2—Sheldon, et al—Reg. Ed.....	1.68	1.93	1957
1168	*Grade 3—Magic Windows, Book 1—Sheldon, et al—Reg. Ed.....	1.95	2.24	1957
1169	*Grade 3—Story Caravan, Book 2—Sheldon, et al—Reg. Ed.....	1.95	2.24	1957
1170	*Grade 4—Believe and Make-Believe—Sheldon, et al—Reg. Ed.....	2.10	2.41	1957
1171	*Grade 5—Finding the Way—Sheldon, et al—Reg. Ed.....	2.19	2.52	1957
1172	*Grade 6—Arrivals and Departures—Sheldon, et al—Reg. Ed.....	2.22	2.55	1957
1173	*Grade 7—High Trails—Sheldon, et al—Reg. Ed.....	2.97	3.42	1958
1174	*Grade 8—Widening Views—Sheldon, et al—Reg. Ed.....	2.97	3.42	1958

*Teachers' editions available at the same price as the text.

American Book Company

1175	Grade 1—The ABC Fun for All (language readiness)—Betts and Welch—Reg. Ed.....	.66	.75	1963
1176	Grade 1—The ABC Ready! Go! (reading readiness)—Betts and Welch—Reg. Ed.....	.72	.82	1963

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1177	Grade 1—The ABC Teacher's Edition for Fun for All and Ready! Go!—Betts and Welch—Reg. Ed.....	1.38	1.58	1963
1178	Grade 1—The ABC On Our Way (1st Pre-primer)—Betts and Welch—Reg. Ed.....	.57	.65	1963
1179	Grade 1—The ABC Time to Play (2nd Pre-primer)—Betts and Welch—Reg. Ed.....	.60	.69	1963
1180	Grade 1—The ABC All in a Day (3rd Pre-Primer)—Betts and Welch—Reg. Ed.....	.63	.72	1963
1181	Grade 1—The ABC Teacher's Edition for 3 Pre-primers (annotated and keyed)—Betts and Welch—Reg. Ed.....	1.80	2.07	1963
1182	*Grade 1—The ABC Up the Street and Down (Primer)—Betts and Welch—Reg. Ed.....	1.35	1.55	1963
1183	*Grade 1—The ABC Around Green Hills (1st Reader)—Betts and Welch—Reg. Ed.....	1.47	1.69	1963
1184	*Grade 2—The ABC Down Singing River (2nd Reader, Level 1)—Betts and Welch—Reg. Ed.....	1.80	2.07	1963
1185	*Grade 2—The ABC Over a City Bridge (2nd Reader, Level 2)—Betts and Welch—Reg. Ed.....	1.80	2.07	1963
1186	*Grade 3—The ABC Beyond Treasure Valley (3rd Reader, Level 1)—Betts and Welch—Reg. Ed.....	2.04	2.34	1963
1187	*Grade 3—The ABC Along Friendly Roads (3rd Reader, Level 2)—Betts and Welch—Reg. Ed.....	2.04	2.34	1963
1188	*Grade 4—The ABC American Adventures (4th Reader)—Betts and Welch—Reg. Ed.....	2.22	2.55	1963
1189	*Grade 5—The ABC Adventures Here and There (5th Reader)—Betts and Welch—Reg. Ed.....	2.22	2.55	1963
1190	*Grade 6—The ABC Adventures Now and Then (6th Reader)—Betts and Welch—Reg. Ed.....	2.22	2.55	1963
1191	Grade 9—High School Reading, Book 1—Caughran and Mountain—Reg. Ed.....	3.36	3.86	1961
1192	Grade 10—High School Reading, Book 2—Caughran and Mountain—Reg. Ed.....	3.45	3.96	1961
	*Teachers' editions available at the same price as the texts.			
	Ginn and Company			
1193	Grade 1—My ABC Book—Ousley—Reg. Ed.....	.84	.97	1962
1194	Grade 1—Games to Play (Readiness)—Haynes and Russell—Reg. Ed.....	.90	1.04	1961
1195	Grade 1—Fun with Tom and Betty (Readiness)—Russell and Ousley—Star Ed.....	.69	.79	1961
1196	Grade 1—My Little Red Story Book (Pre-primer 1)—Russell and Ousley—Reg. Ed.....	.54	.62	1961
1197	Grade 1—My Little Green Story Book (Pre-primer 2)—Russell and Ousley—Reg. Ed.....	.54	.62	1961
1198	Grade 1—My Little Blue Story Book (Pre-primer 3)—Russell and Ousley—Reg. Ed.....	.57	.66	1961
1199	Grade 1—Teacher's Edition, Pre-Primer Program—Russell and Ousley—Reg. Ed.....	1.65	1.90	1961
1200	*Grade 1—The Little White House (Primer)—Russell and Ousley—Reg. Ed.....	1.35	1.55	1961

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1201	*Grade 1—On Cherry Street (1st Reader)— Russell and Ousley—Reg. Ed.	1.56	1.79	1961
1202	*Grade 2—We Are Neighbors (2nd Reader, Level 1)—Russell and Ousley—Reg. Ed.	1.62	1.86	1961
1203	*Grade 2—Around the Corner (2nd Reader, Level 2)—Russell and Ousley—Reg. Ed.	1.62	1.86	1961
1204	*Grade 3—Finding New Neighbors (3rd Reader, Level 1)—Russell, et al—Reg. Ed.	1.77	2.04	1961
1205	*Grade 3—Friends Far and Near (3rd Reader, Level 2)—Russell and Wulfin—Reg. Ed.	1.77	2.04	1961
1206	*Grade 4—Roads to Everywhere (4th Reader)— Russell, et al—Reg. Ed.	2.10	2.42	1961
1207	*Grade 5—Trails to Treasure (5th Reader)— Russell, et al—Reg. Ed.	2.19	2.51	1961
1208	*Grade 6—Wings to Adventure (6th Reader)— Russell, et al—Reg. Ed.	2.22	2.55	1961
1209	*Grade 7—Doorways to Discovery (7th Reader)— Russell, et al—Reg. Ed.	2.40	2.76	1960
1210	*Grade 8—Windows on the World (8th Reader)— Russell and Gunn—Reg. Ed.	2.40	2.76	1961
	*Teachers' editions available at the same price as the texts.			
1211	Grade 1—Come With Us (Enrichment Pre-primer)— Ousley—Reg. Ed.	.57	.66	1959
1212	Grade 1—Under the Apple Tree (Enrichment Primer)—Ousley—Reg. Ed.	1.41	1.62	1959
1213	Grade 1—Open the Gate (Enrichment First Reader)—Ousley—Reg. Ed.	1.50	1.73	1959
1214	Grade 2—Ranches and Rainbows (Enrichment Second Reader)—Ousley—Reg. Ed.	1.77	2.04	1959
1215	Grade 3—Fun and Fancy (Enrichment Third Reader)—Robison—Reg. Ed.	1.83	2.10	1959
1216	Grade 4—Down Story Roads (Enrichment Fourth Reader)—Russell, et al—Reg. Ed.	2.16	2.48	1962
1217	Grade 5—Along Story Trails (Enrichment Fifth Reader)—Russell, et al—Reg. Ed.	2.31	2.66	1962
1218	Grade 6—On Story Wings (Enrichment Sixth Reader)—Russell, et al—Reg. Ed.	2.34	2.69	1962
	Harcourt, Brace & World, Inc.			
1219	Grade 7—Adventures for You—Kincheloe and Pumphrey—1st Ed.	2.94	3.38	1962
1220	Grade 8—Adventures Ahead—Pumphrey and Kincheloe—1st Ed.	2.94	3.38	1962
1221	Grade 9—Adventures for Today—Clark and Potell— 2nd Ed.	3.36	3.86	1962
1222	Grade 10—Adventures in Living—Potell and Clark—2nd Ed.	3.36	3.86	1962
1223	Grade 11—Adventures for Americans—Derrick, et al—2nd Ed.	3.72	4.28	1962
1224	Grade 12—Adventures in Modern Literature— Lazarus, et al—5th Ed.	3.72	4.28	1962

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Harper & Row Publishers, Inc.				
1225	Grade 1—Here We Go, Diagnostic Readiness— Betts and O'Donnell—Reg. Ed.	.45	.52	1956
1226	Grade 1—Over the Wall, Developmental Readiness— Wilson and O'Donnell—Reg. Ed.	.36	.41	1956
1227	Grade 1—Skip Along, First Pre-primer—O'Donnell— Reg. Ed.	.39	.45	1957
1228	Grade 1—Under the Sky, Second Pre-primer— O'Donnell—Reg. Ed.	.51	.59	1957
1229	Grade 1—Open the Door, Third Pre-primer— O'Donnell—Reg. Ed.	.51	.59	1957
1230	Grade 1—High On a Hill, Fourth Pre-primer— Coughlan and O'Donnell—Reg. Ed.	.39	.45	1957
1231	Grade 1—Day In and Day Out, Basic Primer— O'Donnell—Reg. Ed.	1.23	1.41	1957
1232	Grade 1—The Wishing Well, Parallel Primer— Coughlan and O'Donnell—Reg. Ed.	1.14	1.31	1957
1233	Grade 1—Round About, Basic First Reader— O'Donnell—Reg. Ed.	1.41	1.62	1957
1234	Grade 1—Anything Can Happen, Parallel First Reader—Phillips and O'Donnell—Reg. Ed.	1.38	1.59	1957
1235	Grade 2—Down the River Road, Readiness Second Reader—O'Donnell—Reg. Ed.	1.26	1.45	1957
1236	Grade 2—Friendly Village, Basic Second Reader— O'Donnell—Reg. Ed.	1.47	1.69	1957
1237	Grade 2—Neighbors on the Hill, Parallel Second Reader—Flack and O'Donnell—Reg. Ed.	1.41	1.62	1957
1238	Grade 3—Through the Green Gate, Readiness Third Reader—O'Donnell—Reg. Ed.	1.41	1.62	1957
1239	Grade 3—If I Were Going, Basic Third Reader— O'Donnell—Reg. Ed.	1.74	2.00	1957
1240	Grade 3—The Five-and-a-Half Club, Parallel Third Reader—Bianco and O'Donnell—Reg. Ed.	1.65	1.90	1957
1241	Grade 4—Singing Wheels, Basic Fourth Reader— O'Donnell—Reg. Ed.	1.95	2.24	1957
1242	Grade 4—From Codes to Captains, Basic Reader in Subject Areas—O'Donnell—Reg. Ed.	2.10	2.42	1963
1243	Grade 5—Engine Whistles, Basic Fifth Reader— O'Donnell—Reg. Ed.	1.95	2.24	1957
1244	Grade 6—Runaway Home, Basic Sixth Reader— Coatsworth—Reg. Ed.	1.95	2.24	1957
Holt, Rinehart and Winston, Inc.				
1245	Grade 1—Ready to Go (Readiness, Level 1)— Stauffer and Burrows—Reg. Ed.	.69	.79	1960
1246	Grade 1—Ready to Read (Readiness, Level 2)— Stauffer and Burrows—Reg. Ed.	.63	.72	1960
1247	Grade 1—Come Here (Pre-primer, Level 3)— Stauffer, et al—Reg. Ed.	.45	.52	1960
1248	Grade 1—Stop and Look (Pre-primer, Level 2)— Stauffer, et al—Reg. Ed.	.51	.59	1960

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1249	Grade 1—Go Up (Pre-primer, Level 3)— Stauffer, et al—Reg. Ed.....	.60	.69	1960
1250	Grade 1—Come With Me (Primer)— Stauffer, et al—Reg. Ed.....	1.65	1.90	1960
1251	Grade 1—Away We Go (First Reader)—Stauffer, et al—Reg. Ed.....	1.71	1.97	1960
1252	Grade 2—Friends All About (Second Reader, Level 1)—Stauffer, et al—Reg. Ed.....	1.89	2.17	1960
1253	Grade 2—People on Parade (Second Reader, Level 2)—Stauffer, et al—Reg. Ed.....	1.92	2.21	1960
1254	Grade 3—Into the Wind (Third Reader, Level 1)—Stauffer, et al—Reg. Ed.....	2.07	2.38	1960
1255	Grade 3—Across the Valley (Third Reader, Level 1)—Stauffer, et al—Reg. Ed.....	2.10	2.42	1960
1256	Grade 4—Around the Bend (Fourth Reader, Level 1)—Stauffer, et al—Reg. Ed.....	2.43	2.79	1961
1257	Grade 4—Above the Clouds (Fourth Reader, Level 2)—Stauffer, et al—Reg. Ed.....	2.52	2.90	1961
1258	Grade 5—Through the Years—Stauffer, et al—Reg. Ed.....	2.52	2.90	1961
1259	Grade 6—Skyways to Tomorrow—Stauffer, et al—Reg. Ed.....	2.58	2.97	1961

Houghton Mifflin Company

1260	Grade 1—Getting Ready to Read (Readiness)— McKee, et al—Reg. Ed.....	.90	1.04	1962
1261	Grade 1—Tip (Pre-primer 1)—McKee, et al—Reg. Ed.....	.60	.69	1963
1262	Grade 1—Tip and Mitten (Pre-primer 2)— McKee, et al—Reg. Ed.....	.63	.72	1963
1263	Grade 1—The Big Show (Pre-primer 3)—McKee, et al—Reg. Ed.....	.63	.72	1963
1264	Grade 1—Jack and Janet (Primer)—McKee, et al—Reg. Ed.....	1.44	1.66	1963
1265	Grade 1—Up and Away (First Reader)—McKee, et al—Reg. Ed.....	1.50	1.73	1963
1266	Grade 2—Come Along (Level 1)—McKee, et al—Reg. Ed.....	1.71	1.97	1963
1267	Grade 2—On We Go (Level 2)—McKee, et al—Reg. Ed.....	1.71	1.97	1963
1268	Grade 3—Looking Ahead (Level 1)—McKee, et al—Reg. Ed.....	1.86	2.14	1963
1269	Grade 3—Climbing Higher (Level 2)—McKee, et al—Reg. Ed.....	1.86	2.14	1963
1270	Grade 4—High Roads—McKee, et al—Reg. Ed.....	2.25	2.59	1962
1271	Grade 5—Sky Lines—McKee, et al—Reg. Ed.....	2.40	2.76	1962
1272	Grade 6—Bright Peaks—McKee, et al—Reg. Ed.....	2.46	2.83	1962
1273	Grade 7—Adventure Bound—Jewett, et al—Reg. Ed.....	3.30	3.80	1961
1274	Grade 8—Journeys Into America—Jewett, et al—Reg. Ed.....	3.36	3.86	1961

Lyons and Carnahan

1275	Grade 1—Pictures to Read (Readiness)—Bond, et al—Reg. Ed.....	.66	.76	1962
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Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1276	Grade 1—Three of Us (Regular Pre-primer, Level 1)—Bond, et al—Reg. Ed.....	.51	.59	1962
1277	Grade 1—Play With Us (Regular Pre-primer, Level 2)—Bond, et al—Reg. Ed.....	.51	.59	1962
1278	Grade 1—Fun With Us (Regular Pre-primer, Level 3)—Bond, et al—Reg. Ed.....	.51	.59	1962
1279	Grade 1—Ride With Us (Pre-primer, Level 4)—Bond, et al—Reg. Ed.....	.51	.59	1962
1280	Grade 1—See Us Come (Companion Pre-primer, Level 1)—Bond, et al—Reg. Ed.....	.51	.59	1958
1281	Grade 1—See Us Play (Companion Pre-primer, Level 2)—Bond, et al—Reg. Ed.....	.51	.59	1958
1282	Grade 1—See Us Have Fun (Companion Pre-primer, Level 3)—Bond, et al—Reg. Ed.....	.51	.59	1958
1283	Grade 1—See Us Ride (Companion Pre-primer, Level 4)—Bond, et al—Reg. Ed.....	.51	.59	1958
1284	Grade 1—Many Surprises (Primer, Regular)— Bond, et al—Reg. Ed.....	1.35	1.55	1962
1285	Grade 1—Surprises for Us (Companion Primer)— Bond, et al—Reg. Ed.....	1.29	1.48	1962
1286	Grade 1—Happy Times (First Reader)—Bond, et al—Reg. Ed.....	1.44	1.66	1962
1287	Grade 2—Down Our Way (Second Reader, Level 1)— Bond, et al—Reg. Ed.....	1.68	1.93	1962
1288	Grade 2—Down Our Way (Second Reader, Level 1)—Bond, et al—Classmate Ed.....	1.68	1.93	1962
1289	Grade 2—Just for Fun (Second Reader, Level 2)—Bond, et al—Reg. Ed.....	1.50	1.73	1962
1290	Grade 2—Just for Fun (Second Reader, Level 2)— Bond, et al—Classmate Ed.....	1.50	1.73	1962
1291	Grade 3—Stories from Everywhere (Third Reader, Level 1)—Bond, et al—Reg. Ed.....	1.74	2.00	1962
1292	Grade 3—Stories from Everywhere (Third Reader, Level 1)—Bond, et al—Classmate Ed.....	1.74	2.00	1962
1293	Grade 3—Once Upon a Storytime (Third Reader, Level 2)—Bond, et al—Reg. Ed.....	1.68	1.93	1962
1294	Grade 3—Once Upon a Storytime (Third Reader, Level 2)—Bond, et al—Classmate Ed.....	1.68	1.93	1962
1295	Grade 4—Meeting New Friends—Bond, et al—Reg. Ed...	2.07	2.38	1962
1296	Grade 4—Meeting New Friends—Bond, et al—Classmate Ed.....	2.07	2.38	1962
1297	Grade 5—Days of Adventure—Bond, et al—Reg. Ed.	2.16	2.48	1962
1298	Grade 5—Days of Adventure—Bond, et al—Classmate Ed.....	2.16	2.48	1962
1299	Grade 6—Stories to Remember—Bond, et al—Reg. Ed....	2.16	2.48	1962
1300	Grade 6—Stories to Remember—Bond, et al—Classmate Ed.....	2.16	2.48	1962
1301	Grade 7—A Call to Adventure—Bond, et al—Reg. Ed....	2.70	3.11	1962
1302	Grade 7—A Call to Adventure—Bond, et al—Classmate Ed.....	2.70	3.11	1962
1303	Grade 8—Deeds of Men—Bond, et al—Reg. Ed.....	2.70	3.11	1962

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1304	Grade 8—Deeds of Men—Bond, et al—Classmate Ed.....	2.70	3.11	1962
	The Macmillan Company			
1305	Grade 7-8—Advanced Skills in Reading, Book I— Gates, et al—Reg. Ed.....	2.43	2.79	1962
1306	Grade 8-9—Advanced Skills in Reading, Book II— Gates, et al—Reg. Ed.....	2.55	2.93	1962
	Scott, Foresman and Company			
1307	*Grade 1—We Read Pictures (Readiness)— Robinson, et al—Reg. Ed.....	.54	.62	1962
1308	*Grade 1—We Read More Pictures (Readiness)— Robinson, et al—Reg. Ed.....	.54	.62	1962
1309	*Grade 1—Before We Read (Readiness)— Robinson, et al—Reg. Ed.....	.57	.66	1962
1310	Grade 1—The New We Look and See (First Pre-primer)—Gray, et al—Reg. Ed.....	.54	.62	1956
1311	Grade 1—The New We Work and Play (Second Pre-primer)—Gray, et al—Reg. Ed.....	.57	.66	1956
1312	Grade 1—The New We Come and Go (Third Pre-primer)—Gray, et al—Reg. Ed.....	.60	.69	1956
1313	Grade 1—Teacher's Edition Pre-primer Program— Gray, et al—Reg. Ed.....	1.71	1.97	1956
1314	*Grade 1—The New Fun With Dick and Jane (Primer)—Gray, et al—Reg. Ed.....	1.35	1.55	1956
1315	*Grade 1—The New Our New Friends (First Reader)—Gray, et al—Reg. Ed.....	1.47	1.69	1956
1316	*Grade 2—The New Friends and Neighbors— Gray, et al—Reg. Ed.....	1.62	1.86	1956
1317	*Grade 2—The New More Friends and Neighbors— Gray, et al—Reg. Ed.....	1.62	1.86	1956
1318	*Grade 3—The New Streets and Roads—Gray, et al—Reg. Ed.....	1.71	1.97	1956
1319	*Grade 3—The New More Streets and Roads—Gray, et al—Reg. Ed.....	1.71	1.97	1956
1320	*Grade 4—Just Imagine (Transition Reader)— Gray, et al—Reg. Ed.....	1.62	1.86	1962
1321	*Grade 4—The New Times and Places—Gray, et al—Reg. Ed.....	1.71	1.97	1962
1322	*Grade 4—More Times and Places—Gray, et al—Reg. Ed.....	1.71	1.97	1962
1323	*Grade 5—The New Days and Deeds—Gray, et al—Reg. Ed.....	1.71	1.97	1962
1324	*Grade 5—More Days and Deeds—Gray, et al—Reg. Ed.....	1.71	1.97	1962
1325	*Grade 6—The New People and Progress—Gray, et al—Reg. Ed.....	1.71	1.97	1962
1326	*Grade 6—More People and Progress—Gray, et al—Reg. Ed.....	1.71	1.97	1962
1327	*Grade 7—Parades—Gray, et al—Reg. Ed.....	1.83	2.10	1956
1328	*Grade 7—More Parades—Gray, et al—Reg. Ed.....	1.83	2.10	1957

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1329	*Grade 8—Panoramas—Gray, et al—Reg. Ed.....	1.86	2.14	1957
1330	*Grade 8—More Panoramas—Gray, et al—Reg. Ed.....	1.86	2.14	1957

*Teachers' editions available at the same price as the texts.

SUPPLEMENTARY READING

1. Literary

The Bobbs-Merrill Company
(Best of Children's Literature Series)

1331	*Grade 1—Sunny and Gay—Smith, et al—Reg. Ed.....	1.74	2.00	1960
1332	*Grade 2—Foolish and Wise—Smith, et al—Reg. Ed.....	1.89	2.17	1960
1333	*Grade 3—Fun All Around—Smith, et al—Reg. Ed.....	1.98	2.28	1960
1334	*Grade 4—Shining Hours—Smith, et al—Reg. Ed.....	2.13	2.45	1960
1335	*Grade 5—Time for Adventure—Smith, et al—Reg. Ed.....	2.13	2.45	1960
1336	*Grade 6—Beyond the Horizon—Smith, et al—Reg. Ed.....	2.25	2.59	1960

*Teachers' editions are available without charge on a ratio basis.

Harper & Row Publishers, Inc.

1337	Grade 1—Once Upon a Time (Primer)— O'Donnell—Reg. Ed.....	1.59	1.83	1962
1338	Grade 1—I Know a Story (First Reader)— Huber, et al—Reg. Ed.....	1.65	1.90	1962
1339	Grade 2—It Happened One Day (Second Reader)—Huber, et al—Reg. Ed.....	1.71	1.97	1962
1340	Grade 3—After the Sun Sets (Third Reader)— Huber, et al—Reg. Ed.....	1.95	2.24	1962
1341	Grade 4—It Must Be Magic (Fourth Reader)— Huber, et al—Reg. Ed.....	2.25	2.59	1962
1342	Grade 5—They Were Brave and Bold (Fifth Reader)—Huber and Salisbury—Reg. Ed.....	2.25	2.59	1962
1343	Grade 6—These Are the Tales They Tell— Huber and Salisbury—Reg. Ed.....	2.25	2.59	1962

Laidlaw Brothers, Inc.

1344	*Grade 1—Tales to Read—Shane and Hester—Reg. Ed.....	1.29	1.48	1961
1345	*Grade 1—Stories to Remember—Shane and Hester— Reg. Ed.....	1.35	1.55	1961
1346	*Grade 2—Storyland Favorites—Shane and Hester— Reg. Ed.....	1.59	1.82	1961
1347	*Grade 3—Doorways to Adventure—Shane and Hester—Reg. Ed.....	1.86	2.13	1961
1348	*Grade 4—Magic and Laughter—Shane and Hester—Reg. Ed.....	2.10	2.41	1962
1349	*Grade 5—Words With Wings—Shane and Hester—Reg. Ed.....	2.22	2.55	1963
1350	*Grade 6—Courage and Adventure—Shane and Hester—Reg. Ed.....	2.22	2.55	1963

*Teachers' editions available at the same price as the texts.

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
Charles E. Merrill Books, Inc. (Treasury of Literature Series)				
1351	*Grade 1—Merry-Go-Round—Jacobs, et al—Textbook Ed.....	1.86	2.14	1960
1352	*Grade 2—Happiness Hill—Jacobs, et al—Textbook Ed.....	1.95	2.24	1960
1353	*Grade 3—Treat Shop—Jacobs, et al—Textbook Ed.....	2.04	2.35	1960
1354	*Grade 4—Magic Carpet—Jacobs, et al—Textbook Ed.....	2.16	2.48	1960
1355	*Grade 5—Enchanted Isles—Jacobs, et al—Textbook Ed.....	2.16	2.48	1960
1356	*Grade 6—Adventure Lands—Jacobs, et al—Textbook Ed.....	2.28	2.62	1960
*Teachers' editions available at the same price as the texts.				
The L. W. Singer Company, Inc.				
1357	Grade P—Story Wagon—Pratt, et al—Reg. Ed.....	1.74	2.00	1960
1358	Grade 1—Story Time—Pratt, et al—Reg. Ed.....	1.83	2.10	1960
1359	Grade 2—Story Train—Pratt, et al—Reg. Ed.....	2.07	2.38	1960
1360	Grade 3—Story Carnival—DeLancey, et al—Reg. Ed.....	2.25	2.59	1960
1361	Grade 4—Along the Sunshine Trail—DeLancey, et al—Reg. Ed.....	2.34	2.69	1960
1362	Grade 5—Across the Blue Bridge—DeLancey, et al—Reg. Ed.....	2.37	2.73	1960
1363	Grade 6—Aboard the Story Rocket—DeLancey, et al—Reg. Ed.....	2.40	2.76	1960
The Steck Company				
1364	Grade 7—Echoes of the Southland, Book 1— Bradley, et al—Reg. Ed.....	2.85	3.28	1960
1365	Grade 8—Echoes of the Southland, Book 2— Bradley, et al—Reg. Ed.....	2.85	3.28	1960
2. Social Studies				
Follett Publishing Company				
1366	*Grade 1—Billy's Friends—McIntire and Hill—5th Ed..	1.86	2.14	1957
1367	*Grade 2—Billy's Neighbors—McIntire and Hill—7th Ed.....	2.01	2.31	1957
*Teachers' editions available at the same price as the texts.				
Ginn and Company				
1368	*Grade 1—Stories About Linda and Lee—Tiegs, et al—Reg. Ed.....	1.95	2.24	1960
1369	*Grade 2—Stories About Sally—Tiegs, et al—Reg. Ed.....	2.07	2.38	1960
1370	*Grade 3—Your Town and Mine—Tiegs, et al—Reg. Ed.....	2.67	3.07	1960
*Teachers' editions available at the same price as the texts.				
The Macmillan Company				
1371	Grade 1—Living As School Friends—Cutright, et al—2nd Ed.....	2.10	2.42	1962

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1372	Grade 2—Living in Places Near and Far— Cutright, et al—2nd Ed.....	2.19	2.52	1962
	Scott, Foresman and Company			
1373	*Grade 1—At Home (Primer)—Hanna and Hoyt—Reg. Ed.....	1.23	1.41	1963
1374	*Grade 1—At School (First Reader)—Hanna and Hoyt—Reg. Ed.....	1.29	1.48	1963
1375	*Grade 2—In the Neighborhood—Hanna and Hoyt—Reg. Ed.....	2.04	2.35	1963
	*Teachers' editions available at the same price as the texts.			
	Silver Burdett Company			
1376	Grade 1—The World Children Live in, Pets Around the World—Jackson and Raulin—Reg. Ed.....	1.47	1.69	1957
1377	Grade 1—The World Children Live in, Fun Around the World—Scarry and Raulin—Reg. Ed.....	1.62	1.86	1957
1378	Grade 1—The World Children Live in, Homes Around the World—Jackson and Raulin—Reg. Ed.....	1.80	2.07	1957
1379	Grade 2—The World Children Live in, Schools Around the World—Jackson, et al—Reg. Ed.....	1.86	2.14	1957
1380	Grade 3—The World Children Live in, Work Around the World—Jackson, et al—Reg. Ed.....	1.98	2.28	1957
1381	Grade 4—Distant Doorways—Smith and Bayne— Reg. Ed.....	2.31	2.66	1956
1382	Grade 5—Frontiers Old and New—Smith and Bayne— Reg. Ed.....	2.34	2.69	1956
1383	Grade 6—On the Long Road—Smith and Bayne— Reg. Ed.....	2.34	2.69	1956
	The L. W. Singer Company, Inc. (A Division of Random House, Inc.)			
1384	*Grade P—We Play—Hunnicut, et al—Reg. Ed.....	1.38	1.59	1963
1385	*Grade 1—We Live With Others—Hunnicut, et al—Reg. Ed.....	1.77	2.04	1963
1386	*Grade 2—We Have Friends—Hunnicut, et al—Reg. Ed.....	2.01	2.31	1963
1387	Grade 3—I Know People—Hunnicut, et al—Reg. Ed.....	1.98	2.28	1957
	*Teachers' editions available at the same price as the texts.			

3. Others

American Book Company
(Golden Rule Series)

1388	*Grade 1—Open Windows—Leavell, et al—Reg. Ed.....	1.86	2.13	1961
1389	*Grade 2—Open Doors—Leavell, et al—Reg. Ed.....	1.95	2.24	1961
1390	*Grade 3—Open Roads—Leavell, et al—Reg. Ed.....	2.01	2.31	1961
1391	*Grade 4—Paths to Follow—Leavell, et al—Reg. Ed.....	2.10	2.41	1961
1392	*Grade 5—Frontiers to Explore—Leavell, et al—Reg. Ed.	2.16	2.48	1961
1393	*Grade 6—Widening Horizons—Leavell, et al—Reg. Ed...	2.19	2.51	1961

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1394	Grade 7—Reading with Purpose—Leavell and Caughran—Reg. Ed.....	2.67	3.07	1962
1395	Grade 8—Reading for Significance—Leavell and Caughran—Reg. Ed.....	2.76	3.17	1962

*Teachers' editions available at the same price as the texts.

D. C. Heath and Company

(Reading for Interest Series)

1396	Grade 1—Ned and Nancy—Witty, et al—Reg. Ed.....	.54	.62	1955
1397	Grade 1—Bigger and Bigger—Witty, et al—Reg. Ed.....	.54	.62	1955
1398	Grade 1—Little Lost Dog—Witty, et al—Reg. Ed.....	.54	.62	1955
1399	Grade 1—Molly, Pete, and Ginger—Witty, et al—Reg. Ed.....	.69	.79	1955
1400	Grade 1—A Home for Sandy—Witty, et al—Reg. Ed.....	1.47	1.69	1955
1401	Grade 1—Rain and Shine—Witty, et al—Reg. Ed.....	1.47	1.69	1955
1402	Grade 1—Something Different—Witty, et al—Reg. Ed.....	1.68	1.93	1955
1403	Grade 2—Lost and Found—Witty, et al—Reg. Ed.....	1.86	2.14	1955
1404	Grade 2—Secrets and Surprises—Witty, et al—Reg. Ed.....	1.86	2.14	1955
1405	Grade 3—Do and Dare—Witty, et al—Reg. Ed.....	2.01	2.31	1955
1406	Grade 3—Fun and Frolic—Witty, et al—Reg. Ed.....	2.01	2.31	1955
1407	Grade 4—Luck and Pluck—Witty, et al—Reg. Ed.....	2.22	2.55	1955
1408	Grade 5—Merry Hearts and Bold—Witty, et al—Reg. Ed.....	2.34	2.69	1955
1409	Grade 6—The Brave and Free—Witty, et al—Reg. Ed.....	2.34	2.69	1955
1410	Grade 7-12—Teen-Age Tales, Book A—Heavey and Stewart, Reg. Ed.....	2.07	2.38	1959
1411	Grade 7-12—Teen-Age Tales, Book B—Heavey and Stewart—Reg. Ed.....	2.07	2.38	1959
1412	Grade 7-12—Teen-Age Tales, Book C—Heavey and Stewart—Reg. Ed.....	2.07	2.38	1962
1413	Grade 9-12—Teen-Age Tales, Book One—Strang and Roberts—Reg. Ed.....	2.07	2.38	1959
1414	Grade 9-12—Teen-Age Tales, Book Two—Strang and Roberts—Reg. Ed.....	2.07	2.38	1959
1415	Grade 9-12—Teen-Age Tales, Book Three—Strang and Heavey—Reg. Ed.....	2.07	2.38	1956
1416	Grade 9-12—Teen-Age Tales, Book Four—Roberts and Barbe—Reg. Ed.....	2.07	2.38	1957
1417	Grade 9-12—Teen-Age Tales, Book Five—Heavey and Stewart.....	2.07	2.38	1957
1418	Grade 9-12—Teen-Age Tales, Book Six—Strang and Melnik—Reg. Ed.....	2.07	2.38	1958
1419	Grade 6-7—Wings for Reading—Hovious—Reg. Ed.....	3.30	3.80	1952
1420	Grade 9-12—New Trails in Reading—Hovious— Reg. Ed.....	3.15	3.62	1956

Holt, Rinehart and Winston, Inc.

1421	Grade Pre-primer—Mary and Bill (Level 1)— Hildreth, et al—Reg. Ed.....	.90	1.04	1951
1422	Grade Pre-primer—Mac and Muff (Level 1)— Hildreth, et al—Reg. Ed.....	.81	.93	1957

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1423	Grade Pre-primer—The Twins, Tom and Don (Level 2)—Hildreth, et al—Reg. Ed.....	.81	.93	1947
1424	Grade Pre-primer—Going to School (Level 2)—Hildreth, et al—Reg. Ed.....	.81	.93	1947
1425	Grade Primer—At Play (Level 1)—Hildreth, et al—Reg. Ed.....	1.65	1.90	1957
1426	Grade Primer—Fun in Story (Level 2)—Hildreth, et al—Reg. Ed.....	1.65	1.90	1957
1427	Grade 1—I Know a Secret—Hildreth, et al—Reg. Ed.....	1.65	1.90	1957
1428	Grade Pre-Second—Good Stories—Hildreth, et al—Reg. Ed.....	1.65	1.90	1957
1429	Grade 2—Along the Way (Level 1)—Hildreth, et al—Reg. Ed.....	1.86	2.14	1957
1430	Grade 2—The Story Road (Level 2)—Hildreth, et al—Reg. Ed.....	1.86	2.14	1957
1431	Grade 3—Faraway Ports (Level 1)—Hildreth, et al—Reg. Ed.....	1.86	2.14	1957
1432	Grade 3—Enchanting Stories (Level 2)—Hildreth, et al—Reg. Ed.....	1.86	2.14	1957
1433	Grade 4—Today and Tomorrow—Hildreth, et al—Reg. Ed.....	2.34	2.69	1956
1434	Grade 5—Looking Forward—Hildreth, et al—Reg. Ed.....	2.34	2.69	1956
1435	Grade 6—Moving Ahead—Hildreth, et al—Reg. Ed.....	2.61	3.00	1957
Laidlaw Brothers, Inc.				
1436	Grade 1—On the Way to Storyland—Yoakam, et al—Reg. Ed.....	1.20	1.38	1961
1437	Grade 2—Making Storybook Friends—Yoakam, et al—Reg. Ed.....	1.20	1.38	1961
1438	Grade 3—Stories We Like—Yoakam, et al—Reg. Ed.....	1.77	2.03	1961
1439	Grade 4—Children Everywhere—Yoakam, et al—Reg. Ed.....	2.01	2.31	1961
1440	Grade 5—On the Trail of Adventure—Yoakam, et al—Reg. Ed.....	2.34	2.61	1961
1441	Grade 6—The World Around Us—Yoakam, et al—Reg. Ed.....	2.40	2.70	1961
1442	Grade 7-8—From Every Land—Yoakam, et al—Reg. Ed.....	2.40	2.70	1961
The Macmillan Company				
1443	Grade Pre-reading—Here We Come—Gates, et al—Reg. Ed.....	.63	.72	1957
1444	Grade Pre-reading—Splash—Gates, et al—Reg. Ed.....	.51	.59	1957
1445	Grade Pre-reading—Tuffy and Boots—Gates, et al—Reg. Ed.....	.51	.59	1957
1446	Grade Pre-reading—At the Lake—Gates, et al—Reg. Ed.....	.54	.62	1951
1447	Grade Primer—Ted and Sally—Gates, et al—Reg. Ed.....	1.32	1.52	1957
1448	Grade Primer—Tommy Little—Gates, et al—Reg. Ed.....	1.44	1.66	1951
1449	Grade 1—On Four Feet—Gates, et al—Reg. Ed.....	1.38	1.59	1957
1450	Grade 1—Two Boys and a Tree—Gates, et al—Reg. Ed.....	1.44	1.66	1951
1451	Grade 2—Friends and Fun—Gates, et al—Reg. Ed.....	1.74	2.00	1957

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1452	Grade 3—Good Times Today and Tomorrow— Gates, et al—Reg. Ed.....	1.86	2.14	1957
1453	Grade 4—Sharing Adventures—Gates, et al—Reg. Ed.....	2.01	2.31	1957
1454	Grade 5—The World I Know—Gates, et al—Reg. Ed.....	2.04	2.35	1957
1455	Grade 6—All Around Me—Gates, et al—Reg. Ed.....	2.16	2.48	1957
(Unit Readers)				
1456	Grade Primer—Snow—Gates, et al—Reg. Ed.....	.48	.55	1951
1457	Grade Primer—The Christmas Tree—Gates, et al—Reg. Ed.....	.48	.55	1951
1458	Grade Primer—The House in the Woods—Gates, et al—Reg. Ed.....	.48	.55	1956
1459	Grade Primer—Mr. and Mrs. Big—Gates, et al—Reg. Ed.....	.48	.55	1951
1460	Grade 1—Three Little Elephants—Gates, et al—Reg. Ed.....	.48	.55	1951
1461	Grade 1—Toby—Gates, et al—Reg. Ed.....	.48	.55	1951
1462	Grade 1—The Open Window—Gates, et al—Reg. Ed.....	.48	.55	1951
1463	Grade 1—Willie Duck—Gates, et al—Reg. Ed.....	.45	.52	1959
1464	Grade 2—Buster the Burro—Gates, et al—Reg. Ed.....	.48	.55	1952
1465	Grade 2—Skippy the Monkey—Gates, et al—Reg. Ed.....	.48	.55	1952
1466	Grade 2—On a Tugboat—Gates, et al—Reg. Ed.....	.48	.55	1953
1467	Grade 2—Princess with the Dirty Face—Gates, et al—Reg. Ed.....	.48	.55	1952
1468	Grade 2—Mrs. Talky and Jim Spot—Gates, et al—Reg. Ed.....	.45	.52	1959
1469	Grade 3—Susan and the Sheep—Gates, et al—Reg. Ed.....	.48	.55	1953
1470	Grade 3—Robin Fly South—Gates, et al—Reg. Ed.....	.48	.55	1953
1471	Grade 3—A Cat Becomes Contented—Gates, et al—Reg. Ed.....	.48	.55	1953
1472	Grade 3—Sandy in the Green Mountains—Gates, et al—Reg. Ed.....	.48	.55	1953
1473	Grade 3—George and Herbert—Gates, et al—Reg. Ed.....	.45	.52	1959
1474	Grade 3—Who's Afraid?—Gates, et al—Reg. Ed.....	.45	.52	1959
1475	Grade 3—Stories for Fun—Gates, et al—Reg. Ed.....	.45	.52	1959
1476	Grade 3—(Advanced Level)—Pirate Gold—Gates, et al—Reg. Ed.....	.45	.52	1959
1477	Grade 3—(Advanced Level)—Bronze Billy—Gates, et al—Reg. Ed.....	.45	.52	1959
1478	Grade 3—(Advanced Level)—Animals Wise and Otherwise—Gates, et al—Reg. Ed.....	.45	.52	1959
1479	Grade 3—(Advanced Level)—Cross Country Trucker— Gates, et al—Reg. Ed.....	.45	.52	1960
1480	Grade 3—(Advanced Level)—State Trooper— Gates, et al—Reg. Ed.....	.45	.52	1960
1481	Grade 3—(Advanced Level)—Keeper of the Lights— Gates, et al—Reg. Ed.....	.45	.52	1960
Scott, Foresman and Company				
1482	Grade 1—The New We Three—Monroe, et al—Reg. Ed.....	1.32	1.52	1959
1483	Grade 2—The New What Next? Part 1—Monroe, et al—Reg. Ed.....	1.20	1.38	1959

Depository Title No.		Whole- sale Price	Retail Price F.O.B.	Copy- right Date
1484	Grade 2—The New What Next? Part 2—Monroe, et al—Reg. Ed.....	1.20	1.38	1959
1485	Grade 3—The New Tall Tales, Part 1—Monroe, et al—Reg. Ed.....	1.20	1.38	1959
1486	Grade 3—The New Tall Tales, Part 2—Monroe, et al—Reg. Ed.....	1.20	1.38	1959
The Steck Company				
1487	Grade 1 (Pre-primer)—Who Are You?—Sharp, et al—Reg. Ed.....	.45	.52	1947
1488	Grade 1 (Primer)—Watch Me—Sharp, et al—Reg. Ed..	.99	1.14	1947
1489	Grade 1—Downy Duck Grows Up—Sharp, et al—Reg. Ed.....	1.08	1.24	1947
1490	Grade 2—Little Lost Bobo—Sharp, et al—Reg. Ed.....	1.26	1.45	1947
1491	Grade 3—Chippy Chipmunk's Vacation—Sharp, et al—Reg. Ed.....	1.32	1.52	1947
1492	Grade 4—Gordo and the Hidden Treasure—Sharp, et al—Reg. Ed.....	1.56	1.79	1955
1493	Grade 5—Chichi's Magic—Sharp, et al—Reg. Ed.....	1.59	1.83	1954
1494	Grade 6—Heart of the Wild—Sharp, et al—Reg. Ed.....	1.74	2.00	1955
1495	Grade 1 (Pre-primer)—Secret Places—Sharp, et al—Paper Ed.....	.45	.52	1955
1496	Grade 1 (Primer)—Every Day a Surprise—Sharp, et al—Reg. Ed.....	1.08	1.24	1956
1497	Grade 1—Did You Ever?—Sharp, et al—Reg. Ed.....	1.32	1.52	1957
1498	Grade 2—Rainbow in the Sky—Sharp, et al—Reg. Ed....	1.41	1.62	1957
1499	Grade 3—Whatnot Tales—Sharp, et al—Reg. Ed.....	1.47	1.69	1957
1500	Grade 1—Boxes Are Wishes—Shepherd—Paper Ed.....	.60	.69	1959
1501	Grade 1-2—Cappy Cardinal—O'Leary—Paper Ed.....	.60	.69	1960
1502	Grade 1—Daffy—Sharp—Paper Ed.....	.60	.69	1950
1503	Grade 1—Dilly Dally—Smith—Paper Ed.....	.60	.69	1961
1504	Grade 1—Up a Tree—Smith—Paper Ed.....	.60	.69	1956
1505	Grade 1—Where Is Cubby Bear—Sharp—Paper Ed.....	.60	.69	1950
1506	Grade 1—Willy Waddle—Carter—Paper Ed.....	.60	.69	1959
1507	Grade 1—The Sleepy Squirrel—Smith—Paper Ed.....	.60	.69	1962
Webster Publishing Company				
1508	Grade 2—Basic Goals in Reading—Kottmeyer and Ware—1st Ed.....	2.28	2.62	1962
1509	Grade 3—Basic Goals in Reading—Kottmeyer and Ware—1st Ed.....	2.28	2.62	1962

NOTE

The wholesale, or state contract prices, and the retail prices have been fixed by contract between the publishers and the State of Tennessee. Any deviation from these prices should be reported to the State Commissioner of Education.

APPENDIX

State Textbook Commission Policies Which Concern the Superintendent
and His Local Selecting Committees

1. Seventh- and eighth-grade books listed as literature by publishing companies may be used as readers in the seventh and eighth grades if local adoption committees feel that the literature books fit into their reading programs.
2. Local units may make a multiple adoption of textbooks. They shall adopt only one basal textbook in each subject offered (except agriculture, home economics, industrial arts in which an open adoption may be made), and they shall adopt whatever supplementary texts may be needed to enrich instruction in a given course.
3. The placing of books in the basal or the supplementary category is a local problem and requires no action by the Commission.
4. In the event that a local board of education fails to make necessary adoptions in any subject-matter field during an adoption period, the local board may reactivate its adoption committees and select the lacking textbook or textbooks from the State Textbook Commission's Official List. When this supplementary adoption has received the approval of the local board of education, this action shall be promptly transmitted by the local superintendent to the Secretary of the Commission, together with the following information about the book:

Name of Author
Name of Book
Name of Publishing Company
Copyright Date of Book

5. If the Commission lists no textbook in a subject area offered in Tennessee schools and if a local unit offers that subject in one or more of its schools, the local unit may go outside the official list of textbooks and try to find a suitable book. If such a book is thus found, it may be recommended by the local board of education, and the local superintendent shall transmit the board's recommendation to the Secretary of the Commission and secure his approval before the book can be purchased out of free textbook funds.
6. During the period extending from the official meeting of the Commission on the second Monday in October to the beginning of local hearings about the first of February, only bona fide Tennessee representatives of publishing companies shall be permitted to operate in the State. Consultants shall visit local school systems only upon request of the superintendent during this period.
7. An adoption period shall be defined as that period during which the counties, cities, and special school districts of the State hold textbook hearings incident to their making their own local adoptions. This period shall extend from approximately the first of February until such time as the local hearings have been completed, usually a total period of 10 to 12 weeks' duration.
8. A bona fide publishing company representative shall be defined as "A person who has charge of a regular territory."
9. A consultant shall be defined as "A publishing company employee whose assigned responsibility is that of furnishing, upon the request of superintendents, profes-

sional services for teachers and not that of promoting the sale of his or her company's textbooks."

10. After the official list has been distributed to the superintendents of the State, each publishing company shall send from one to three complete sets of official samples through the superintendent to his local adoption committees, with the stipulation that, if additional copies of samples are needed, they should be requested through the Secretary of the Textbook Commission.
11. After the final hearings in the local units (counties and cities) of the State, publishing company representatives, including consultants, will be permitted to contact administrative staff members and members of local adopting committees only upon the request of the local superintendents.
12. No publishing company representative or consultant shall present to any local hearing committee any textbook not listed by the Commission. Violation of this policy will subject the offending publishing company to cancellation of its contract by the Commission.

WHAT NOW DO WE LEARN OF RACE AND MINORITY PEOPLES?

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Some twenty years ago when a similar survey was done for the *Journal**, it was relatively easy to run through the "literature" of the subject. Take the movies for example: then, any motion picture buff, who had visited the theater regularly for a decade and who had read, say, Lewis Jacobs' history of the movies could know how Hollywood pictured race relations in general and the Negro in particular. Even a foreigner, Peter Noble, way away in Britain, could do an effective round-up as in his *The Negro and The Films*.

Such a quick, efficient survey would be hardly possible today. A solitary observer certainly could not himself see all of the films that included race relations themes or sub-themes nor could he do his space-time calculations without a small-size computer at his elbow.

All of this, of course, makes the obvious point that the *quantity* of the words and images on the relations of ethnic, cultural and national groups in our social order has expanded enormously since the second world war. We are exposed to much more than ever before about regions and peoples and cultures within and without our country. And it is not difficult to explain why this is so.

After Hitler, the reading, writing and

listening world became highly conscious of the possible fate of minorities. It took some time before the enormity of the inhumanity of the concentration camps became common knowledge. Even now, it is difficult to comprehend such behavior on the part of one of the most literate and "civilized" nations of the modern world. Thoughtful students of recent history add the footnote that now Europeans had done wholesale to other Europeans what they had been doing piecemeal for some time to colonials — wherever these "primitive" and "backward" folk resisted conquest and exploitation. Whole tribes have been wiped out in Africa without a single book or film to record the genocide.

After Bandung (1955), the world realized that global race relations were in for a sharp shift. This was the first congress of its type in modern history: (1) in which Asia and Africa excluded Europe and (2) rejected not only economic and political colonialism but cultural imperialism as well. Figuratively speaking, the books of "the white man's burden" were burned and the anti-European stance became characteristic. One delegate at Bandung is reported to have said: "My father somehow felt that he was helped by white missionaries and government officials. I know better. When I think of a white man, I spit."

After the Supreme Court's desegregation decision of 1954 and the Montgomery bus boycott of the following year,

*L. D. Reddick, "Educational Programs for the Improvement of Race Relations: Motion Pictures, Radio, the Press, and Libraries," *Journal of Negro Education*, XIII (July 1944), 367-389.

we all sensed that the race relations revolution in the United States was on. As we know, this issue has become the prime domestic concern and has wide-sweeping international consequences and implications.

Finally, part of the explanation for the appreciable quantity of what we currently see, hear and read about intergroup relations must be ascribed to the fantastic expansion of the means of communication — a sort of electronics revolution has occurred. Not only do we have books and newspapers and movies and radio (as twenty years ago) but today we are flooded with transistors, tape recorders and that world-encircling octopus television. Everyone must know that without TV the nation could not have possibly realized what really went on during the sit-in demonstrations of Birmingham, Atlanta and Mississippi. It is a social fact that there are more TV sets in our country than there are bath-tubs and that a peasant in the deep South can literally see the world within his own cabin.

Thus, there is no question that today we learn more about everybody everywhere. It remains for us to attempt some examination of the sources, forms and quality of this knowledge.

GOVERNMENT AS IMAGE MAKER

In a larger sense, what we learn about ethnic and cultural groups embraces all that is transmitted about these groups, directly and indirectly, by all of the organs of information and communication. This universe of data may be indicated by several of its major formations.

In the political area, government from the international summit down to the

lowest local level exerts tremendous influence in this as in most other fields. The United Nations, of course, is the supreme supra-national authority in our lives. Moreover, it does accept responsibility for improving symbolic relations between nations and peoples. Perhaps one of the best examples of UN activity in this regard is the series of studies by UNESCO, entitled, *The Race Question In Modern Science*. These were pamphlets that were written by scholars on such topics as "Racial Myths," "Race and Psychology," "Race and . . . Culture, . . . History, . . . Society, . . . Biology" and "The Roots of Race Prejudice." These were all readable and authoritative little pieces that might have had a real impact had they been translated into the various languages and circulated extensively. Unhappily, the distribution was poor. This is also the case with the periodical *The UNESCO Courier*, a monthly that reaches the hands of the educated classes who reach for it.

It should be said, perhaps in passing, that we learn more about race relations from UN activity than from UN publications. Thousands of visitors and millions of TV viewers see the multi-colored and multi-cultured UN delegates in action. And to see Africans and Asians and Latin-Americans speaking and at times presiding over the various sessions tells its own story.

Unlike the UN, the government of the United States does not willingly assume direct responsibility for improving ethnic and cultural relations among its people. Although the Declaration of Independence proclaimed that all men are created equal, the original Constitution avoided the question completely. The Civil War amendments meant to guaran-

tee "Negro rights" but the stipulation was so unclear that for decades the Fourteenth Amendment was more useful to big business than it was to the freedmen and their children.

The wider obligations of the Government more recently for employment and welfare and now for the culturally disadvantaged indicate a grudging realization that sooner or later our National Government will have to do what India and Soviet Russia have already done in their Constitutions — clearly outlaw discrimination and bias. The Supreme Court has led the way with its desegregation decrees. The Civil Rights Laws of 1957, '60, and '64 indicate that Congress will follow suit.

No doubt the most consistent and deliberate effort of the United States Government to influence attitudes on race relations is made through the USIA (United States Information Agency). Interestingly, this is one of the few Federal agencies that is under the direction of a Negro,** albeit one who is conservative enough to denounce both Malcolm X and W.E.B. Du Bois. The USIA in reality is an arm of our diplomatic service; its messages are beamed abroad. Its announced policy is to report, swiftly and accurately, developments in race relations but to emphasize the "positive elements" of each situation in order that our image to the world may remain as bright as possible. Negro achievement and the *improvement* of race relations are recurrent themes of the flood of news-stories, films and books that stream from our shores.

Other Government agencies, supplying the home market, seem not to have so affirmative a policy. There is a great

deal of "neutrality" in government programs. Agency people say that they are under orders to avoid the charge that Washington is attempting to tell the citizens of the various states what to do. For example, in the "Publications of the Office of Education," 1963 edition, there is no category in the table of contents for race relations, human relations, minority peoples or anything similar. The listing is strictly according to the structures of the education systems. Any number of the printed items may be in fact helpful to inter-group relations but the reader gets little assistance from the Government in locating them as such. However, there are any number of manuals for those who ask for them. One of the best of these how-to-do pamphlets was done some years ago by the late Ambrose Caliver, who was at first a specialist on Negro Education in the U. S. Office of Education and was finally made assistant to the Commissioner. His little booklet on *Education of Teachers For Improving Majority-Minority Relationships*, Bulletin 1944, No. 2 was an excellent guide to books and other instructional materials.

As with the UN, it may well be that what the U. S. Government does with respect to desegregation may be indirectly more influential in shaping attitudes than what the Government does directly in image making. This is to say that the Supreme Court's decisions and the directives of the Federal Housing Authority against jim crow and the U. S. Office of Education's notice that Federal funds may be withheld from institutions that do not pledge themselves to a nonsegregation policy must have quite an effect upon public attitudes, especially of the people who are involved in the action areas of these agencies,

** He resigned July 1, 1965.

Despite the improved record of the legislative branch of our National Government as indicated by the Civil Rights Laws and the "War on Poverty" measures, it is still possible for a member of Congress to stand up there and smear minority groups and their leaders with impunity. Incidentally, these tirades are seldom answered with equal thrust and spirit by fellow Congressmen, who classify themselves as liberals. However, in retrospect, the frequency and violence of these verbal assaults upon Negroes and other minorities in the House and Senate have markedly declined over the years.

Apparently, the move toward the "great society" will further develop the tendency for the Government to assume a bit more responsibility for improving the human relations of its people. This orientation, historically, was first noticeable in Teddy Roosevelt's "Square Deal," became more definite in Franklin Roosevelt's "New Deal," and was continued in Harry Truman's "Fair Deal" and John Kennedy's "New Frontier." This is a most important trend, for the cold fact is that the American Government has never thrown its full weight behind a program of integrating its diverse elements and eliminating inequality.

At the state level, there are more than a dozen anti-discrimination committees that deal with fair employment, housing and public service. Advertisements for workers or for the rental or purchase of dwellings fall under review by such bodies. This is thus a restraint on public references to race, religion or national origin. Even so, most states even when they are motivated to take affirmative action in the realm of inter-group relations, tend to deal with *nonverbal* behavior,

that is with public facilities, personnel and opportunities. This is, of course, following the lead of the National Government.

A dramatic example of municipal action in the realm of symbolic behavior is supplied by Philadelphia. Customarily, the Mummers New Year's day parade in that city included participants who blacked their faces. Negroes and their friends protested and won out over those who insisted that it was a personal right and privilege for anyone who wanted to do so to apply burnt cork to his face and walk down a public street.

Even in the deep South "colored" and "white" signs are less conspicuous than in the 1940s. Such symbols of racial separation have disappeared completely from trains, busses and street cars. Fresh paint has been applied in some places where the words "white only" or "white ladies" and "colored women" had been chiseled into the stone structures of public buildings. Like time-worn scars that cannot be completely erased, these are reminders of the old system that is no longer legal.

Moreover, in many places in the South today where the Negro vote is considerable, racial epithets are seldom heard. But in Alabama and Mississippi and perhaps Louisiana the campaigns for statewide as well as local officials still revolve around who is best qualified to keep the Negro in his place. Torrents of anti-Negro slander are poured forth at the political rallies, over radio and TV and in leaflets. All of the old bugaboos are resurrected and each politico glorifies himself as the most capable defender of "white virtue, civilization and rule." It must be noted, however, that the area

of such crude political behavior has now shrunk to a few states and local pockets.

"Goldwaterism" was out-and-out racism in the South; more subtly so in the North. Its crushing defeat in the '64 presidential campaign may have been the death blow to racism as a primary issue in nationwide elections.

When Lyndon Johnson danced with Mrs. Hobart Taylor, an attractive Negro woman, at one of the inaugural balls last January, he performed what was possibly the most significant symbolic act of a President of the United States in the field of race relations since Teddy Roosevelt had Booker T. Washington for dinner in the White House. Johnson's deed was deliberate (unlike Roosevelt's). Moreover, it was done for the whole world to see and in the presence of friends from the South. This act not only placed the stamp of approval from the White House on "social equality," but was also notice that Lyndon Johnson no longer considered himself a "Southerner;" he meant to be "an American, president of all of the people!"

SCHOOLS ALSO TEACH AMITY

Almost everyone (including Government officials) generally looks upon the improvement of race relations as the job of education. This is more a vague hope and faith than a program. Many scholars and educators shy away from this duty for they fear the charge of "indoctrination" and "involvement in partisan affairs." On many campuses, "race relations" is a controversial question.

Nevertheless, in this field our colleges and schools and their off-campus adjuncts have made many strides forward during the past two decades. At the high-

est level of scholarship, most of the national organizations of the sociologists, anthropologists, psychologists and even the biologists have passed resolutions and issued pronouncements that put them on the side of scientific truth and human understanding.

The Social Science Research Council boldly organized a committee on "techniques for reducing group hostility." It produced a notable booklet of some one hundred and fifty-three pages entitled, *The Reduction of Inter-Group Tensions* by Robin Williams. The sub-title of the modest volume is even more descriptive: "A Survey of Research on Problems of Ethnic, Racial and Religious Group Relations." This was a good critical summary. Any group that wanted a copy of the report could get it but the SSRC seemed to have felt that with publication its job was completely done. There was no follow-up to insure wide distribution, even within intellectual and institutional circles.

Since the 1940s, the colleges have increased the number of their classes on inter-cultural relations. Thus, Dr. Caliver could only count 1478 courses of this type after he had examined the catalogs of some two hundred and sixty-two institutions. The number now is more than double. Incidentally, Caliver did not include Jews, Catholics, Puerto Ricans and Appalachian whites in his list of minorities. He did realize, however, that a reference to race or a minority in the title of a course was only one index to the studies that might be devoted to such subject areas.

Scholars have produced many more books on our subject and some of these are intended to give some guidance to

the mass of printed materials available in libraries and book-stores. Thus, we have *World Culture* by Hannah Logasa. Her table of contents has sub-divisions such as: Civilization and Culture, Communication Media, Ideas, Man and Mankind, Nations — People. Similar publications are available on down the line for every grade level.

Most of the professional organizations of teachers and scholars have come forth with a guidebook for their clientel. This is especially true for teachers of English, History and Social Studies. For example, *Children's Books To Enrich The Social Studies* has chapters on "People Today" and "Living Together."

Perhaps the most important negative action with respect to our schools and colleges has been the widespread criticism of textbooks — mainly in the Social Sciences. Last year a group of American historians released a joint communique on the mistreatment of the Negro in American history. Again, under the leadership of Professor Walter Johnson of the University of Chicago, some two dozen American historians joined the civil rights march from Selma into Montgomery last March 25. This was a ritualistic confession of the guilt of American historians in glorifying the ideals of the Old South and the Confederacy. It was thus repentance and a plea for another chance for self-purging.

Today groups that are studying the content of school textbooks are more numerous than ever. Many of the civil rights organizations have included the throwing out of biased texts as part of their program of social action. Negro, Jewish and Catholic groups have been particularly active in this regard.

It is, of course, easier to ban a "bad" book than it is to write a "good" one. As yet, there is no general American History that has received approval of the various organized minorities nor is there an acceptable world history that gives balance of Asian and African cultures to "western civilization." All too often, each minority appears to be only interested in what the textbooks say or do not say about it. Perhaps a joint committee could agree on common elements and pick the books or the scholars to write the histories and social studies that would give a fair and accurate portrayal of reality.

As of now, outlines and supplementary syllabi are offered as correctives to the standard texts. Thus, we have from the Detroit public schools, *The Struggle For Freedom and Dignity; Basic Facts About The Negro in American History*; from Washington, D. C.: *The Negro In American History* (a curriculum resource bulletin for secondary schools); and from New York City: *The Negro In American History* (Curriculum Bulletin, 1964-65 series). Coppin State College in Baltimore, for example, has outlines for courses on (1) Modern Africa, (2) American Minorities, (3) The Negro in America and (4) Children's Literature (well integrated).

Most active in the fight for better textbooks are the NAACP, the Anti-Defamation League, various Catholic organizations and the Association for The Study of Negro Life and History and the National Conference of Christians and Jews.

The publishers, too, are responding to this pressure. Not only are we getting volumes of the type of Chase's *Books To Build World Friendships* (Oceana) and Sechrist's and Woolsey's *It's Time For*

Brotherhood (Macrae Smith) by small publishers but the big "houses" appear to be in a race to capture the new market. The great demand now is for readings (1) that will appeal to children who live in urban environments, including the poorer sections; and (2) that will include pictures and stories of minority peoples. America's largest publishing establishments are planning and pushing ahead rapidly but only one has seen the wisdom of appointing a Negro as editor-in-chief of its series (Charles Harris of Doubleday).

The modern school master is no longer content to rely upon books alone. He has to have his tape recorder, his movie camera and projector, his radio and his TV. The audio-visual aids to education for better human relations are becoming voluminous. There are guides and bibliographies and centers for films, film strips, slides, tapes and the rather expensive video tapes for classroom projectors. In the headlong rush to meet this new demand many blunders are made. For example one catalog: *For Effective Creative Teaching Materials* has on its first page an advertisement on meeting one's neighbors. These are life-like figures portraying (1) "a white family" and (2) "a Negro family." Does not this kind of designation make the pupil more conscious of differences? Again, some of the films and recordings leave out the more aggressive elements of minority history and culture. Thus, a widely publicized disc on the history of the Negro in America, omitted completely the slave revolts as led by Gabriel Prosser, Denmark Vesey and Nat Turner. There is still a tendency to highlight the work of more conservative and less militant Negro leaders of the type

of Booker T. Washington and George Washington Carver rather than Frederick Douglass, W.E.B. Du Bois and A. Philip Randolph.

Librarians, some labor unions and welfare organizations have joined with the schools and civil rights organizations in putting out guides to better relations between minority and majority groups. For years the New York public library has put out periodically an attractive annotated list of the "Best Books By and About Negroes". Mrs. Augusta Baker of that system has expanded one phase of this idea with her "Books About Negro Life For Children." Similarly, from the Chicago public library, Mrs Charlemae Rollins has issued and re-issued over the years, her book selections on the Negro and race relations. The American Library Association has printed guides of this sort for the whole profession.

The use of such listings has sharply declined in the South ever since the "Negro Revolution" began. Many Southern librarians on their own or because of objections from readers or parents or boards of control have stopped purchasing Negro books. There have been several sensational cases of Southern politicians and others who have objected to books that they thought suggested equalitarian race relations. Thus, Alabama had a big stir about a librarian who recommended a book written by Martin Luther King and in Florida there was quite a commotion about a children's book that told of a friendship between two rabbits, one black and the other white.

Another trend has been the surge of interest in Africa. This, of course, is a reflection on the rise of the new nations of the erstwhile "dark continent." Many

libraries of the North and West have responded to the requests of their readers for biographies, folktales, histories and current surveys on the "New Africa".

An odd development has followed the desegregation of public education in many of the border states. Prior to 1954, most all-Negro schools in this middle region as well as in the deep South, celebrated Negro History Week and felt that it was essential to give Negro children some appreciation of the achievements of "their" people. However, with the coming of desegregation, many of these programs have been abandoned. Some Negro school officials and community leaders immediately took the view that it would be wrong to continue such celebrations if the student body was mixed and above all, "since we were all now Americans." A decade of desegregation, however, has removed some illusions. On second thought, many persons now realize that all students (the whole community really) need to know about the struggles and achievements of the minority as well as majority groups, if we are ever to have mutual appreciation in an integrated society.

TELSTAR AND EARLY BIRD

Although the school is our principal institution for the systematic transmission of the culture, it is scarcely as important today as it once was in molding social attitudes. This leading role has been taken over by the media of mass communication. Perhaps the single greatest influence is television. We recall that twenty years ago it did not exist and, of course, was not even mentioned in our survey of 1944.

As has been suggested, the Negro Revolution has been, for the most part, a TV

story. And for many of our children as well as adults this is also true for the UN and the doings of our Presidents.

Television started out with the inherited racial patterns of radio and the movies. In the beginning, it was, like them, strictly jim crow where it was inconvenient to be exclusively lily-white. In the early days, the Negro on TV — if at all — was the familiar stereotype.

But part of the race relations rebellion is symbolic — revolt against suppression and exclusion not only in life but in the culture; in the images, news and opinions that are transmitted across the nation and the world. CORE, creatively, once stationed TV sets on street corners in Harlem and stood by with stop watches to demonstrate to passers-by that Negro faces seldom appeared and that when they did, they were most often in an unfavorable light.

The public pressures upon the television industry have brought about many progressive changes. So much so that currently whenever a personality or an interviewee makes a slip and uses a derogatory term for a minority, the station knows that its switchboard will be jammed with protests. Accordingly, "live" TV has been cleansed of epithets, slurs and slanders. Exceptions, of course, must be made for local programs of the deep South.

The "canned" or film shows do not come out so well. A large share of viewing time is given over to old movies on the "late" and "sunrise" TV. One can see re-runs of all those ancient melodramas that featured Stepin Fetchit, Hattie McDaniels, Louise Beavers, "Bojangles" and other minstrel actors and actresses. Perhaps a campaign against

these stereotyped-studded portrayals could clear them from the air.

Positively, some of the networks have engaged consultants who would know the do's and don'ts to minority characterization and presentation. George Norford is possibly the best known of these advisors. He feels that he has had noticeable success with script writers, producers and high network officials. However, his second and related assignment had been to get employment for Negroes and other minority workers at all levels of production and operation in the industry. In this he has had few concrete gains of which to boast but believes that most of the "chains" are open-minded.

Television, thus, is far ahead of most of the media of public information in fairness and in willingness to let the minority groups speak for themselves. Still, it has a long way to go. Negro heroes on television are yet few and severely circumscribed. And the great taboo of all the performing arts is still the Negro romancer. Male and female Negro lovers are seen more often than mixed couples but here and there, now and then, the viewer will encounter such. Perhaps it is too much to expect a "happy ending" for their screen stories.

At times, the live entertainers themselves betray great self-consciousness before cameras. It is customary for many of the MC's to hug and/or kiss the female stars who appear on their program. This is a sort of salutation or farewell for a splendid performance. But when the star is female *and* Negro and the MC is male *and* white, they usually shake or hold hands. After all, TV is a business and the American listening and viewing au-

dience is not entirely composed of Northern liberals.

As a matter of fact, protests do come from the South. Some stations in Dixie reject network offerings that are felt to be too "strong" on race mixing. Herman Talmadge used to object loudly when he was Governor of Georgia but since he has become Senator and spends much of his time in Washington, we have not heard much from him on this score.

AVANT GARDE

It would be improper, perhaps, to conclude this survey without a word as to the view of creative writers and artists. This was eloquently and at times ferociously expressed at a conference, held in New York City April 23-25, that was entitled, "The Negro Writer's Vision of America." One comment that was often heard at the sessions was that Negroes today — especially the younger ones — are completely indifferent to what white people may think about them. As one writer puts it: "Black folk used to go around in 'white America,' asking themselves, 'Who am I?' Now, instead, they look their white fellow citizens in the eye and insist that the question is no longer 'Who am I?' but 'Who the hell are you?'" Another artist said: "Somebody is always urging us to get into the main stream of American life. First, I want to know if the main stream is worth getting into."

Thus, as the minorities become more sophisticated about the realities of desegregation — its limitations as well as its advantages — they may be becoming less fascinated by "white standards." In dress, language, food as well as in music, art and literature, Negroes appear to be insisting more and more upon their

"Negroness" — at least this seems to be the tendency in artistic and intellectual circles. This may be the American version of what the Africans term "Negritude" or "the liberation of the African personality."

It is, of course, a sign of social health in a democracy when its minorities feel

sufficiently secure psychologically that they can ignore whatever may be said about them in the main channels of communication. The detection and rejection of propaganda is an essential part of learning about race — and much else. The ultimate goal for the minorities as for individuals is not only a favorable image but a favorable *self-image* as well.

THE NEGRO IN AMERICAN HISTORY TEXTBOOKS

**A Report of a Study
of the Treatment of Negroes
in American History Textbooks
Used in Grades Five and Eight
and in the High Schools
of California's
Public Schools**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

**Max Rafferty, Superintendent of Public Instruction
Sacramento**

June, 1964

THE NEGRO IN AMERICAN HISTORY TEXTBOOKS

Prepared by a Panel
of Historians from the
University of California

Kenneth M. Stampp, Chairman

MEMBERS

Winthrop D. Jordan
Lawrence W. Levine
Robert L. Middlekauff
George G. Sellers
George W. Stocking, Jr.

FOREWORD

In late 1963, the Berkeley chapter of the Congress of Racial Equality became interested in the treatment accorded the Negro in the American history textbooks used in California public schools. A panel of historians, all members of the staff of the University of California, Berkeley, was organized to make an analysis of the books. To make its study, the panel selected the American history textbooks adopted for use in grades five and eight of California public schools and two of the textbooks used in the public high schools of the state.

The panel then made an objective analysis of these textbooks to determine the treatment accorded American Negroes, and the results of this analysis were presented in a report entitled "The Negro in American History Textbooks." On March 12, 1964, Professor Kenneth M. Stampp, Chairman of the panel, presented copies to the State Board of Education and discussed the report with the Board.

The State Board of Education, impressed with the work of the panel, directed the Department of Education to provide copies of the report to textbook publishers, the California Curriculum Commission, California schools, and others especially interested in the information.

A handwritten signature in cursive script, reading "Max Rafferty". The signature is written in dark ink and is positioned above the printed name.

Superintendent of Public Instruction

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INTRODUCTION

A panel of six American historians, members of the History Department of the University of California, Berkeley, have been asked to review the American history textbooks that are most widely used in California from the standpoint of their treatment of Negroes. Attached are individual reports on the two state-adopted textbooks used in grade five, the three state-adopted textbooks used in grade eight, and the two high school textbooks reported to be most widely used in the state. These reports disclose an unhealthy condition in California education.

We are concerned first of all *as historians* that the history taught in our schools should accurately reflect the best findings of current scholarship. Professional scholars are aware that historical "truth" is an elusive quality. Well into the twentieth century professional scholars themselves were affected by the emotional aftermath of the Civil War, and there was a "Northern" and a "Southern" interpretation of such sensitive matters as slavery and Reconstruction. In the late nineteenth-century mood of national reconciliation, based on a widespread assumption of racial superiority among whites in both North and South, the "Southern" view tended to prevail; and the deference of textbook publishers to the special sensitivities of the Southern market has caused it to continue by and large to prevail in textbooks until this day. Meanwhile several generations of scholars, freer of sectional emotions and racist assumptions, through their researches and writings developed a substantially different understanding of many of these matters. Most of the textbooks we have examined reflect views on racial and sectional themes that have been rejected or drastically modified by the best of current historical scholarship.

We are additionally concerned *as citizens* because these historical distortions help perpetuate and intensify the pattern of racial discrimination which is one of our society's most serious problems. We are concerned not only because much of the material in these books is bad history, but additionally because it is a kind of bad history that reinforces notions among whites of their superiority and among Negroes of their inferiority.

Admittedly there is a danger in assessing historical writing in terms of its social consequences. A laudable desire to combat racism, and especially to bolster self-respect among Negro students, might result in exaggerating Negro contributions and the heroic qualities of Negro figures. In our view this would be an equal distortion of historical truth, and in the long run would fail to have the desired social effects.

We do feel, however, that the seriousness of the problem of racism underscores the textbook author's responsibility to portray the Negro's role in American life fully, accurately, and without either sentimentality or condescension. There should be a conscious effort to portray out-

standing Negro figures selected by the same criterion of historical significance applied to non-Negro figures. Even those textbooks that now make some effort in this direction tend to single out men like Booker T. Washington and the minor scientist George Washington Carver, whose attitudes about race relations are least disturbing to conservative whites. Equally or more worthy of inclusion by the standard of historical relevance are men like Denmark Vesey, Nat Turner, Frederick Douglass, W. E. B. DuBois, and the Reverend Martin Luther King.

Always and everywhere our children should be told the truth, and the whole truth, as near as the best current scholarship can bring us to this elusive quality. This means, among other things, not obscuring the harsher aspects of the truth—the fact that Negroes entered American society as slaves, the brutalities of slavery, the racism of the Reconstruction and post-Reconstruction era, and the continuing depth and harshness of the problem of segregation and discrimination.

In the light of these general principles, the greatest defect in the textbooks we have examined is the virtual omission of the Negro. As several of the individual reports point out, 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. In one book there is no account of slavery in the colonial period; in a second, there is not a single word about Negroes after the Civil War; in a third (composed of documents and substantive chapters), the narrative does not mention Negroes in any connection.

As Ralph Ellison’s novel, *Invisible Man*, demonstrates, whites frequently do not “see” Negroes. But Negroes are Americans; their history is part of American history. They need to be “seen” in textbooks. The space given Negro history will, of course, depend in part on the nature of the textbook, and minimum standards of coverage are proposed later in this report. What is especially important is that the discussions of Negroes appear as an integral part of the book. Perfunctory or casual treatment may imply that Negroes are not part of America.

Important aspects of Negro experience, of course, depart from that of many other groups in America. Negroes were not just another immigrant group; no other group could be so readily identified by its color, no other group was so systematically enslaved, and no other group has been subjected to as persistent and virulent discrimination. From the seventeenth century to our own day, Negro life has been filled with violence.

These facts highlight another failing of these textbooks that is almost as distressing as the invisibility of Negroes in them. All the texts play down or ignore the long history of violence between Negroes and whites, suggesting in different ways that racial contacts have been distinguished by a progressive harmony. 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 deprivations suffered by Negroes. In several places they go further, implying approval for

the repression of Negroes or patronizing them as being unqualified for life in a free society.

We should now like to suggest in some detail the substantive and interpretive elements relating to Negroes that should be included in textbooks covering the whole period of American history. These suggestions do not reflect any effort to give a special emphasis for the purpose of present-day social effects, but only what is necessary for portraying accurately the Negro's role as understood by current scholarship. We regard the suggested content as an indispensable minimum at the junior high level. Some compression would doubtless be necessary at the elementary level, while high school treatment should be expanded beyond our suggested content.

Early in the seventeenth century Negroes were brought by force from Africa to the English colonies, and over the next 50 years whites in the colonies reduced them to a slavery that was inherited and perpetual. The Negro incurred debasement because he was different, particularly because he was "heathen," black, and helpless. Other colonials entered types of servitude, but their arrangements were usually contractual, their rights were protected by the state, their physical and moral treatment was much better, and their status was temporary. Not even the American Indian, whose exploitation began in the seventeenth century, was reduced to slavery on a substantial scale. Textbooks should tell this story from its African beginnings, through the slave trade, to the enslavement of the Negro.

As the history of the origin of Negro slavery is important, so also is an understanding of slavery as a mature institution in the eighteenth and nineteenth centuries. Students should know that it existed in the North until after the Revolution. Textbooks should supply the most important statistics; for example, that in 1860 there were four million slaves in the United States, virtually all located in the South. Although a majority of Southern whites held no slaves, one out of every two persons in the South's fourteen million people was either a slave or a member of a slaveholding family.

There should be a full account of the life of the slave, starting from the fact that he was an article of property held for the profit that could be gained from his labor. Recent scholarship has shown that slaves labored in Southern factories as well as fields. They were often overworked, and customarily housed, clothed, and fed at only a subsistence level. As a result the slave was often ill, and his life expectancy was shorter than that of the whites around him. His master could punish or sell him at will, and could even kill him with near impunity, since slaves were not allowed to testify against white men. The informal character of slave marriages made for an unstable family life; and the whole pattern of debasement under slavery inflicted psychological and sociological scars from which Negroes still suffer.

Understandably the slave resented, even hated, his condition, though he usually disguised his real feelings by subservient behavior designed to protect him from the master's power. Students should be told that

slaves often ran away, committed sabotage, and plotted revolts, and on one occasion a slave, Nat Turner, led a bloody general insurrection against the masters.

Slavery's moral and social evil did not go unremarked in the colonial period. The Quakers, for example, insisted that slavery violated both human dignity and divine law. Not until the Revolution, however, did most Americans become sensitive to the discrepancy between slavery and their professed ideals as embodied in the Declaration of Independence. All the states north of Delaware put the institution on the road to extinction, slavery was banned from the Old Northwest, and the Constitutional Convention opened the way for abolition of the slave trade after 1808. Even in the upper South, where the tobacco economy was languishing, liberal leaders hoped that the gradual operation of economic forces would eventually permit the abolition of slavery. Instead, the developing cotton market revived plantation agriculture. Slaves proved so productive in Southern cotton fields that slaveowners shut their ears to any criticism of the institution until the Civil War brought its demise.

Meanwhile antislavery sentiment was growing in the North. Even here racist assumptions caused free Negroes to be segregated and discriminated against, but after 1830 a vocal abolitionist movement had increasing effect. The efforts of the abolitionists, who included a substantial body of Northern free Negroes, deserve serious and sympathetic exposition in textbooks. They are often derided for their occasional extravagance and for their internal disagreements, yet the fact is that they performed an immense service in educating Americans to the moral evils of slavery.

Abolitionists are frequently blamed for the Civil War by people who also insist that slavery had nothing to do with the coming of the war, that indeed the South fought to preserve state rights. Most scholars today agree, however, that slavery, and especially the issue of extending slavery into the territories, was fundamental. Certainly a careful appraisal of the slavery issue in national politics should be included in any textbook covering this period.

When the Civil War came, some 200,000 Negroes participated in the fighting that resulted in their formal emancipation. Following the war they also took an important part in the struggle over Southern Reconstruction, which determined whether their emancipation was to be nominal or full. Reconstruction is a controversial issue in American history. The best scholarship today portrays sympathetically the radical Republicans in Congress, who opposed Lincoln's and later Johnson's plans for bringing the Southern states back into the Union as quickly and painlessly as possible under conservative white leadership. The radicals, this scholarship holds, operated from mixed motives: to be sure they were interested in maintaining their political advantage, but they also wished to reform the structure of Southern life. They especially wanted to help the Negro make himself a full partner in a free society.

It is in treating the Reconstruction state governments in the South that the older scholarship is most distorted by racist assumptions and most pernicious in its present-day effects. Modern scholarship overwhelmingly rejects the myth of Reconstruction as a saturnalia of misgovernment and corruption by ignorant and/or venal carpetbaggers, Negroes, and scalawags. Though the Reconstruction regimes had their quota of corruption, as did most other American governmental units in this period, the student needs to know that the radical Republican experiment for a time made progress toward a healthy reconstruction of Southern society, that many Negroes served ably in the Reconstruction governments, and that the Reconstruction governments had many constructive accomplishments, particularly the extension of the public school system, and the protection of equal civil and political rights of all.

The experiment in Reconstruction failed after a few years, owing to a growing Northern indifference which permitted conservative Southern whites to regain control by violence through such agencies as the Ku Klux Klan. Soon Negroes had been reduced to a kind of unofficial slavery. The vote was taken from them, first by trickery and intimidation and later by amendments to the state constitutions. Denied economic opportunity, many were exploited as sharecroppers, and others in menial jobs. By the end of the century, they were born and reared in segregated communities, and they lived and died in a state of inequality, isolated from the mainstream of American life. Southern state laws and a disastrous Supreme Court decision, *Plessy vs. Ferguson* (1896), helped encase them in segregation.

Segregation and violence continued to characterize race relations in the South during the first half of the twentieth century. The hundreds of lynchings which used to occur annually have almost disappeared, but bombings, burnings, and shootings have increased. A more important change has been the movement of millions of Negroes to the cities and to the North. Here repression has been somewhat more subtle but only somewhat less damaging. Employers and unions relegate most Negroes to menial jobs. They are segregated into ghettos where they pay high rents for slum housing. Segregated housing means in turn segregated and inferior schools.

The other side of the story is the increasingly vigorous effort, especially by Negroes themselves, to change the situation. The growing Negro vote in crucial Northern cities and the cold-war campaign to win the support of the uncommitted nations of the world has made the federal government more responsive to the plight of Negroes. Prodded by the National Association for the Advancement of Colored People (NAACP), the federal courts began to declare in the 1930s and 1940s against racial discrimination in voting, jury service, and educational opportunities. This movement culminated in the Brown decision of 1954 (*Brown vs. Board of Education of Topeka*) outlawing racial segregation in the public schools. Meanwhile the executive branch of the federal government had begun to move against segregation and

discrimination in the armed forces and in civil service employment. Some state legislatures acted against discrimination in housing and employment, and Congress took its first cautious steps since Reconstruction to advance civil rights.

In the years since the Brown decision, a civil rights mass movement has taken shape among Negroes, utilizing the tactics of nonviolent direct action to demand immediate and full equality in all areas. The Reverend Martin Luther King led Negroes of Montgomery, Alabama, in a year-long boycott of the city's segregated bus system. Negro college students launched "sit-in's" throughout the South in a movement that ended segregation at lunch counters and other public facilities in hundreds of Southern communities. "Freedom riders" gave effect to court decisions outlawing segregation in transportation facilities. By 1963 mass demonstrations for equality in public facilities, jobs, education, and housing had spread from the South to many Northern cities, and over 200,000 people joined a "March on Washington" in support of former President John F. Kennedy's proposal that Congress pass a substantial civil rights bill. These efforts were pursued in the face of mob violence, the arrests of thousands of demonstrators, the assassination of an NAACP leader in Mississippi, and the death of four Negro girls in the bombing of a Birmingham church.

This civil rights revolution seems to us to be one of the major historical events of the mid-twentieth century and to demand full treatment in any American history textbook. The gains that have been made should be described realistically and not as an ode to the inevitable justice and progress of the democratic system. It should be made clear that the outcome of the civil rights struggle is still in doubt and that the inequalities are so great as to defy quick remedy by even the most vigorous effort.

In the midst of this civil rights revolution, historians and educators have a clear responsibility, at the very least, to see to it that the role of Negroes in American life is taught fully and accurately. We have tried to indicate what a minimally full and accurate textbook account should be. Surely the state of California can no longer tolerate textbooks that fall far short of this minimal standard.

Trail Blazers of American History¹

By Charles G. Sellers²

This book is a series of biographical stories about 25 outstanding Americans, arranged topically and chronologically so as to provide a general account of American history. The authors have made a special effort to include minority groups, devoting one of their stories to George Washington Carver and making clear the moral basis of the opposition to slavery. Yet even this well-intended effort leaves a great deal to be desired.

The basic problem is that Negroes are completely invisible except in the Carver story and in the section on the Civil War, where the existence of slavery could hardly be ignored. The unit on colonization has a story on John Smith and the founding of Virginia, which might well have discussed the introduction of slavery. But instead, readers of this book get the impression that the settlers of colonial America were entirely from Europe. As far along as page 91 in the introduction to the unit on the Revolution, the following language is used: "You have learned how it happened that Europeans came to live in America At first the colonists thought of themselves as Englishmen, not Americans." This unit discusses Washington's boyhood on a plantation (he "lived on a large farm called a plantation," page 116) and his later management of Mount Vernon without any reference to the presence of slaves.

In fact Negroes or slaves are not mentioned at all in the book until page 187, where Lincoln encounters slavery on his trip to New Orleans. This is in a unit on the Civil War consisting of stories about Lincoln and Lee. This unit emphasizes that both Lincoln and Lee opposed slavery, implies that Southerners maintained the institution because they "depended upon slaves to do the work" on their cotton plantations, and even suggests the worst aspects of slavery by reporting that in New Orleans young Lincoln "saw Negroes chained together." This section continues (page 187): "Abe was a kind-hearted young man. It made him feel sad to see the slaves. 'I do not believe in slavery,' he thought. 'It must be hard to be a slave, even if your owner is kind. It would be terrible not to be free.' " (The suggestion that owners were usually kind is made again when Lee is reported as saying to his wife (page 202), "They are our slaves, and we take good care of them.

¹ Miriam E. Mason and William H. Cartwright, *Trail Blazers of American History*. Boston: Ginn and Co., 1961. This is a supplementary textbook for grade five.

² Professor Sellers has written numerous articles for scholarly journals, is the author of a biography of James Knox Polk, and has edited *The Southerner as American*, a collection of essays. He is a member of the Executive Committee of the Mississippi Valley Historical Association, a professional society of American historians, and of the Board of Editors of the *Journal of Southern History*. Mr. Sellers has been a Professor at Princeton University and a Fellow of the Center for Advanced Study in the Behavioral Sciences, Stanford. He is now on leave from the University of California as a Guggenheim Fellow.

But if anything should happen to me, I would like to have our slaves set free.”)

Yet even the Civil War section suffers from the book's persistent dodging of conflict and controversy, its unflagging commitment to a thesis of harmonious progress. The unit on the Civil War is introduced by the following statement (page 183): “As our country grew, people in different parts of it came to have different ways of thinking about some of their problems. These differences led to quarrels and finally to another terrible war. This was called the War between the States. But when the war was over, men and women in all parts of the country worked together again to make America great and strong.” (Cf. page 192, “This was is now known as the War between the States or the Civil War.”)

It should be no surprise then that the Negro drops completely from view with the Emancipation Proclamation, not to reappear at all except in the Carver story. Here again the ugly realities of race relations are completely obscured. It is explained several times that Carver had great difficulty finding a school he could go to and a college he could go to, but there is no explanation of why he had difficulty. Tuskegee is described (page 251) as “a college in Alabama especially for Negro students,” with no further explanation. The only general statement about the conditions of life for Negroes is a statement imputed to Carver (page 251): “Many people of my race are poor. They have little to eat.” The only statement suggesting a “race problem” is quoted from a citation in praise of Carver (page 253): “‘You have done much for the white people as well as for the Negroes,’ he was told. ‘You are a bridge between the two races.’”

While recognizing the authors' praiseworthy effort to include an outstanding Negro, I question whether Carver is the most appropriate figure to use. Carver deserves to be held up for emulation on account of his moral qualities, but the contention that his scientific work was distinguished or had any substantial effect on Southern agriculture is by and large a sentimental myth. Moreover both his Tuskegee connection and the story line of his life are implicit arguments for Booker T. Washington's questionable philosophy of race salvation through humility and hard work.

The basic fault of this book, as of many others, is its effort to purvey a sweetness-and-light picture of American history that is both false and vicious in its effects. Children, both black and white, need to know that through the institution of slavery Negroes were a major element in American life from the very beginning. They need to know what slavery was like before the Civil War and what it has been like to live under the “new peculiar institution” of segregation and discrimination since the Civil War. They need to know that Negroes, despite the handicaps imposed upon them, produced leaders who fought for justice and equality. For the purposes of this book a figure like Frederick Douglass would have been much more representative of what has been best and most important in American Negro life.

The Story of American Freedom¹

By George W. Stocking, Jr.²

Since my comments will serve only as partial basis for a later integrated report, it seemed appropriate to offer them in unintegrated topical form.

Despite the suggestion on page 229 that slavery was "a way of life," it is in fact treated in narrow, sterile, and naively economic terms as a labor system pure and simple. Witness the definition on page 161: "Such a system of securing workers through ownership is called *slavery*." The major account of its development (pages 229-30) is couched in a similar framework: "A new country needs workers. . . . [The English] met this need in two ways. . . . [Although the first Negroes were bound servants], slavery later became common. . . . Slavery increased in the South, where it met a need for workers . . . [on] large plantations where only one crop was grown. . . . [The cotton gin increased the need for workers, which] brought an increase in slavery." The information offered as to its extent is at best misleading. The statement that it was "accepted in the South" is supplemented by the fact that many Southerners did not own slaves and that there were 18,000 free Negroes in New Orleans alone. Since this is the only numerical statement having to do with slavery in the whole book, one cannot help wondering if it was not intended to minimize the magnitude of the problem. As to the character of the slave system as "a way of life," we are given no more than incidental clues. On page 149 we are told that Negro women and children rode in wagons to Mississippi while the slave men walked; on page 165, that Negro slaves sometimes ran away to Florida; on page 230, that slaves "often ran away." But there is no inkling of the reasons why they might have run away, no mention of the slave trade, of the problems of discipline and order, no indication that Negro resistance to slavery ever took any other form than individual escape, no suggestion of the social or psychological meaning of slavery either for the Negro or the Southern white beyond the idea that the difference in labor systems was at the root of sectional conflict.

Abolition, Civil War, and Reconstruction

One feels that this book treads a very narrow course between a dominant traditional concern for Southern prejudices and a dawning con-

¹ Edna McGuire, *The Story of American Freedom*. New York: The Macmillan Co., 1961. This is a basic textbook for grade five.

² Professor Stocking, a student of American social and cultural history, is a Fellow of the American Anthropological Association. He has written articles on the ideas of race and culture, and presently holds a fellowship from the American Council of Learned Societies to complete a book on *Race and Culture in American Social Science, 1890-1915*.

sciousness of the commercial significance of Negro-liberal sensitivities. If there is no attempt to justify slavery in other than economic terms, no repetition of the customary suggestion that Negroes worked better in the sun, neither is there any adequate indication of the moral implications of slavery. True, at one point it is suggested that "many people thought that slavery was wrong" (page 230), but we are given no clue why. And far from indicating that opposition to slavery expressed the moral spirit of our modern democratic-industrial culture, the book suggests in effect that the Northern opponents of slavery were irresponsible trouble-makers whose views had no relation to the irresistible moral currents of their time: "Many people thought that slavery was right. But certain other people thought that slavery was very wrong" (page 220). "Some Northerners [by attacking it] . . . stirred up differences between the American people" (page 230). Indeed, the only person who would seem to be permitted a legitimate and intense moral opposition to slavery is R. E. Lee, who, for reasons unknown, "hated slavery" and freed his own slaves (page 240).

A similar excessive concern for Southern feelings is evident in regard to the war which began in 1861: "It is called the War Between the States. It is often [but not in this book] called the Civil War" (page 229). This, of course, exactly reverses the priorities of actual historical and even popular usage. The distortion is minor, but nonetheless indicative. As to the war itself, my main observation would be that there is no mention whatsoever of the considerable Negro participation in the Union armies.

The rather confusing one-page discussion of Reconstruction and after (page 244) perpetuates a number of traditional anti-Radical views: the men "who wanted to punish the South" passed laws "neither wise nor generous" and "several years of confusion followed." There is no mention of Black Code or Ku Klux Klan. Both the public school system and the breakup of the plantation system are by implication incorrectly attributed to the Redeemers. The New South is created in a phrase, the post-Reconstruction fate of Negroes disposed of with the laconic suggestion that they "learned to take care of themselves."

The Negro in Modern America

Once slavery is disposed of on page 244, the treatment of the Negro changes radically. He disappears completely as the focus of a moral or social problem. There is no mention of the Jim Crow system, of the school segregation cases, or of the modern Negro movement for equality, though the book (published in 1961) carries right on up through Khrushchev to Castro. On the other hand, it is only after the Civil War and the abolition of slavery that Negroes emerge as distinguishable human individuals. Even so, only three Negroes are actually named in the whole book: Percy Julian and G. W. Carver, who receive brief biographies, and B. T. Washington, who is mentioned in the second of these as the founder of Tuskegee. But if Julian and Carver are "sympathetic" characters touched by the heroic aura surrounding all

scientists in our society, their biographies are virtually devoid of specifically racial significance. And whether by chance or design, these two are juxtaposed in separation from the biographies of white scientists (pages 298-300).

Beyond the Text Itself

In this lavishly illustrated book, there is only one picture (of the Tuskegee laboratory, page 300) which contains people who are obviously Negro. There is also on page 345 a small picture entitled "Negroes permitted to vote by Constitutional amendment—1870" in which two of the white-skinned figures might be identified as Negro by their costume and slightly Negroid characteristics. But beyond this, the Negro is invisible, even in the scene of life on a tobacco plantation (page 93). In the numerous exercises at the ends of chapters and sections, I was able to find less than a handful of questions or activities which related to the Negro. On page 165, "slavery" is one of a list of words to master—but one looks in vain for the words "segregation," "discrimination," or "integration," though they are no more difficult than many others in the book. Aside from a general "How did each event pictured help democracy grow?" under the aforementioned picture on page 345, the only "questions for thought" having to do remotely with the Negro is one on page 245: "Why did slavery grow in the South and die out in the North?" In the context provided, this question can only help to reinforce a generally amoral approach to slavery and its consequences. In the section, "Making History Live," the only suggestion relating to the Negro is one on page 279 that students learn to sing some of the "beautiful songs called spirituals" which "the Negroes have given us" (consider the implication of the phrasing). Among the many books suggested for those who like to read, there is not one whose title indicates any relation to the Negro, unless it be Carl Sandburg's *Abe Lincoln Grows Up*.

Internal Evidence of Possible Alternative Approaches

When I read the unelaborated suggestion on page 175 that their "neighbors objected to certain" Mormon beliefs, it occurred to me that much of the treatment of the Negro might be explained simply as product of a general desire to avoid *any* potential controversy. But in this text, at least, this is not the case. The section between pages 305 and 316, "Life in Modern America," is in effect a discussion of a series of social issues in industrial America. If the treatment is insipid, the issues are nevertheless posed in normative terms (e.g., immigrants lived in "crowded, dark houses" and were sometimes "forced to work for very low pay," page 307). If most of the problems are now safely in the past of historical consensus, some of them are still matters of current debate: e.g., that of adequate schools for America's growing population. It certainly would have been possible to include in this chapter, perhaps under the section "Saving America's Human Wealth," some treatment of the problems of integration.

Other alternatives are suggested by the treatment of the American Indian (see especially pages 253-57). An attempt is made here to present the Indian in both cultural and moral terms. "To understand the Indians on the last frontier, you need to know something of early Indians"—and we are given a picture of the variety of Indian cultural forms. There is some suggestion of the history of violence and double-dealing which reduced the Indian to reservation life, and even a discussion of present social problems in this historical context: "Some Indian tribes have a difficult time today. They cannot make a living on their land. Their people have not had the training or help to make it possible for them to earn the things they need." The justice of the Indian resistance to the white advance is explicitly posed as a "questions for thought." Students are elsewhere urged to choose among individual Indian chiefs as subjects for library research and class report (page 279). While the role of the Negro and the Indian in American history and their positions in modern life are in many respects quite different, the utility of analogous approaches would seem obvious, both in more accurately portraying the Negro's historical role and in giving to both Negro and white children the sense of respect for self and fellow citizen which underlies the creation of a broader national identity.

America Is My Country: The Heritage of a Free People¹

By Kenneth M. Stamp²

About half of the book is devoted to teaching children how "We Americans Honor the Symbols of Our Democracy" (the flag, the American eagle, the Statue of Liberty, etc.); which are "The Patriotic Landmarks and Monuments Every American Should Know" (Washington Monument, Lincoln Memorial, Mount Vernon, etc.); which are the best-known "Patriotic Poems and Songs for Americans" ("Old Ironsides," "I Am an American," etc.); and which are "The Patriotic Holidays that Americans Celebrate."

The substantive chapters are the following:

1. What It Means to Be an American
3. Our Documents of Freedom
4. Uncle Sam's Government in Washington
5. Washington, Capital of Our Nation
7. Great Americans Express the Spirit of Our Nation
10. Good Americans Make Democracy Work

How the Negro fares in these six chapters is easily described: he doesn't exist—he is never mentioned. He doesn't appear in the index; and, although the book is profusely illustrated, he does not appear in any of the photographs. The explanation for this is not white chauvinism but timidity—the desire not to offend anyone. Since this book was first published in 1955, it was still possible not to be too concerned about offending Negroes.

Actually, the book exudes a vague sort of good will toward all men. On page 3 there is this statement: "We Americans are different in a very important way from the people of most countries. . . . [Unlike other countries] we Americans do not come from one national stock. We are descended from people of many nationalities—English, Scotch, Irish, German, Scandinavian, Italian, Polish, Russian, and so on. . . . We believe that our country is stronger and richer and more vigorous because our people come from many lands." The omission of Negroes, Asians, and Indians in this statement is an example of the timidity characteristic of this book.

¹ Harriett M. Brown and Joseph F. Guadagnolo, *America Is My Country: The Heritage of a Free People*. Boston: Houghton Mifflin Co., 1961. This is a supplementary textbook for grade eight.

² Professor Stamp, chairman of the panel, teaches history of the Civil War and Reconstruction at the University of California and is the author of *The Peculiar Institution*, the definitive work on slavery in the United States. He is on the Executive Committee of the Pacific Coast Branch of the American Historical Association. Formerly Mr. Stamp taught in the South, served on the Executive Committee of the Mississippi Valley Historical Association, and was a Guggenheim Fellow. He was also Harmsworth Professor of American History at Oxford University and Commonwealth Fund Lecturer at the University of London.

On pages 7 and 8 is this statement about equality: "Under our Constitution and our laws all citizens have equal rights. . . . It makes no difference what a man does for a living, to what race or religion he belongs, or how much money he has—he is the equal of any other citizen in the eyes of the law. . . . We Americans believe that everyone should have an opportunity to get an education and a job, and the chance to make a decent life for himself and his family. We have done a great deal to make these things possible for all Americans. Although some of our people still do not enjoy equal opportunities, we are working toward our ideal of 'liberty and justice for all.'" Again, timidity accounts for the vagueness of this statement.

In Chapter 3, which deals with "Our Documents of Freedom," one statement (page 55) concerning "What Should We Know About Our Constitution" declares: "We should know that no American can be refused the right to vote because of race, religion, or color." This, of course, is a vague and inaccurate reference to the Fifteenth Amendment. The following "documents of freedom" are completely ignored: Thirteenth Amendment; Fourteenth Amendment; Lincoln's Emancipation Proclamation; the Supreme Court decision of 1954 (*Brown vs. Board of Education, Topeka*).

Chapter 7, "Great Americans Express the Spirit of Our Nation," is a medley of well-known quotations from Lincoln, Webster, Washington, Patrick Henry, etc. A portion of Lincoln's second inaugural address is included, with the passage referring to slavery omitted. Indeed, there is no quotation with any reference to slavery, to emancipation, or to the post-Civil War struggle for civil rights.

Chapter 10, "Good Americans Make Democracy Work," devotes more space to how to fight Communism than to any other topic. One might expect at least a brief discussion of the problem of race relations in this chapter, but the authors ignore the problem. On page 207 they make this astonishing statement: "Today almost all men and women over twenty-one have the right to vote, regardless of their race or their color or whether they are property owners." But elsewhere in this chapter there are additional vague statements which are good in themselves but are not related to anything specific. On page 208: "We believe that every person deserves respect as a human being, no matter who he is. We believe in fair play and in justice for all." On page 209: "Respect for the rights of others is part of our way of life in our democracy."

On page 218: "We must remember that it is not possible for any government to be perfect. Government officials are human beings, and all humans make errors. Citizens may also criticize our democracy because there are still Americans who are not given equal rights in the community where they live. . . ."

At the very end of the book are two relatively bold statements, if still somewhat vague:

Page 220: "We are a land of many races and nationalities, and we are proud that this is so. This is the wonderful and different thing

about America. . . . There is no room in our way of life for racial prejudice. We are all Americans, living and working together in this great democracy of ours."

Page 222: Part of "A Pledge for Americans": "I will judge a person by what he is, not by his race or religion. I will not let prejudice affect my ideas of justice and fair play."

The Growth of America¹

By Lawrence W. Levine²

The first mention of Negroes in this book is with relation to their introduction into Virginia "as slaves" in 1619. There is no mention of where they came from nor is the continent of Africa mentioned once in this book. At no time in the discussion of slavery is there any attempt to explain what slavery actually was or how it differed from other labor systems such as indentured servitude which receives several paragraphs. The reasons given for the introduction of slavery are wholly economic: "No one person could do by himself all the work that was necessary for growing crops on such a large piece of land, so the Southern planter had slaves to help him" (page 78). There is no attempt to explain why slavery was wholly *Negro* slavery. This seems to be taken for granted. In the rather extended discussion of the colonial plantation economy there is no direct description of the life and condition of the slaves though there is a strong intimation that it was quite decent.

The slaves did most of the work, but the plantation owner worked too. . . . He had to see that his family was well provided for and also that there was enough food and clothing for his slaves. Not many planters neglected their slaves, since each one represented a great deal of money. . . . The planter's wife . . . saw to it . . . that the health of her family and of the slaves was good (pages 78-79).

The only comment that can even remotely be construed as a criticism of slavery is this stark one-sentence paragraph which appears in a discussion of colonial education: "For the slave population there was no education" (page 86). There are no reasons given for this nor are the consequences of the lack of education pointed out. There is no further mention of slavery or the Negro during the colonial period or the Revolution or the early national period though in the section on Ante-Bellum America there is mention of the fact that the Northern states abolished slavery (no dates or reasons are given) and that such leaders as Washington, Jefferson, Franklin, Madison, and Henry opposed slavery (again no reasons are given).

The treatment of slavery in the section dealing with the causes of the Civil War (which is quaintly titled "WE DECIDE TO SEPARATE and then to UNITE") is as vague as it was in the earlier parts of this

¹ Rebekah R. Liebman and Gertrude A. Young, *The Growth of America*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959. This is a supplementary book for grade eight.

² Professor Levine teaches recent United States history at the University of California. Before assuming his position at Berkeley, he served on the faculties of City College of New York and Princeton University. He has written a book on William Jennings Bryan which will be published next year. Mr. Levine is currently studying Negro protest movements in the twentieth century.

text. Again there is absolutely no description of slavery as an institution or a way of life, and the term "slave" itself is nowhere defined. All that is mentioned is that the South was convinced that slavery was absolutely necessary to the maintenance of their economy, and a group of people in the North called abolitionists felt that slavery was an evil. But there is not even a hint of the reasons for the latter's antipathy to slavery. Indeed, if anything, the authors' treatment of slavery can be called favorable. In a subsection entitled "UNCLE TOM'S CABIN CAUSES TROUBLE," they have this to say of Harriet Beecher Stowe's novel:

It told of the sufferings of the slaves of the South and of the cruelty of the slave owners.

Actually *Uncle Tom's Cabin* was not a fair nor a truthful picture of the conditions of the slaves. Although some slaves may have been badly treated, for the most part, they were not.

Slaves represented a great deal of money to their owners, and their owners took care of them. There was also in many cases a close feeling between the slaves and their masters which the Abolitionists did not understand (page 288).

The treatment of the events leading up to the Civil War is generally brief and inadequate. The Dred Scott Decision (*Dred Scott vs. Sandford*, 1857) for instance is described as follows:

The Supreme Court of the United States decided two things: (1) that Dred Scott was still a slave, and (2) that a slave owner had a right to take his slaves to any part of the country where there were no laws against slavery (page 290).

The part of the decision which most upset the North—that Congress could take no action with relation to slavery in the territories—is completely ignored.

The treatment of the Civil War (which in these pages is almost invariably called The War Between the States) focuses mainly upon military events; however, this novel and fanciful account of the origins of the Emancipation Proclamation is given:

During the war the people of the South had been using their slaves to do many jobs which helped in the war effort. They cooked for the army, dug trenches, drove wagons.

The leaders in the North said that something should be done to stop this use of slaves. Lincoln's answer was the Emancipation Proclamation (pages 307-309).

There is no mention of the participation of the Negro in the Northern war effort.

The brief treatment of Reconstruction is the standard anti-Radical Republican pro-Southern Democrat account. Again there is no attempt to describe the condition of the freedmen. The Thirteenth and Fourteenth amendments are mentioned without comment, and the Fifteenth is described with an obvious lack of approval:

The right to vote or to hold office was not given to the leaders of the Confederacy. However, the Negroes were given these rights,

although few of the Negroes could read or write; and none had any experience in government (pages 318-319).

There is no description of the advances in civil rights made under Reconstruction governments though the corruption of the carpetbaggers is vaguely described. There is also this totally amoral account of the Ku Klux Klan:

The purpose of the Ku Klux Klan was to frighten the Negroes and the people who were in control of the Southern state legislatures. The organization lasted for a time; but as the Southern states became once more part of the Union, *there was no longer any reason* for the existence of an organization such as the Ku Klux Klan (pages 319-320). (Italics mine)

Why there was no longer any reason for the Klan and precisely what happened to the Negro after Reconstruction is not explained. Indeed, this is the last mention of the Negro in this text. Although the book was published in 1959 and mentions events as recent as the launching of American space satellites in 1958, there is not one word about the civil rights movement, the migration of Negroes to the North, the condition of Negroes in the twentieth century, or the Supreme Court's 1954 Brown decision. After Reconstruction, the Negro, who was treated vaguely enough up till then, becomes wholly invisible.

The striking things about this volume is the dehumanized way in which Negroes are treated. They are mentioned only in the institutional setting of slavery, and there inadequately, but never as human beings; their way of life, their problems, their gains, their struggles are totally ignored. Not one Negro individual is named with the exception of Dred Scott. Words like "segregation," "desegregation," and "integration" do not appear once anywhere in this account. In a book which has two or three illustrations on every page, there are only two illustrations depicting Negroes, both of them during slavery.

It should be mentioned that the authors are not morally obtuse or unwilling to take a stand on every issue. Thus they criticize the manner in which the Mormons were treated and describe their hardships (page 263); they describe the often inhuman conditions of early factories, the plight of the workers, and justify the rise of labor unions (pages 275-276); the American Indians are treated sympathetically, and the treatment accorded them by the white settlers is criticized (page 336); the immigrants are treated with a bit less sympathy, but at least their plight is described (pages 360-361). The authors' treatment of the Negro, therefore, is not typical of their treatment of a number of other groups which have been victims of intolerance. The Negro above all is singled out not only for unsympathetic and inadequate treatment but for nontreatment.

Story of the American Nation¹

By Winthrop D. Jordan²

While the treatment of Negroes in this eighth grade American history textbook may be faulted at almost every turn, virtually all the myriad failings derive from four interrelated presuppositions.

The most pervasive and insidious (because least conscious) assumption is that Negroes are not American; they do not share in the *Story of the American Nation* because, evidently, they are not part of the "American people." This assumption colors every mention and non-mention of Negroes in the book. It is responsible for the failure to describe the African cultural background (though the civilizations of China and Japan are fulsomely portrayed, pages 508-9) and for the absence of any discussion of Negro acculturation. (There were "Jewish people" and Roman Catholics, but "most people of the English colonies were Protestants," page 87.) It is responsible for the implicit exclusion of Negroes from the "people of many countries"—the French, Scotch, Irish, Scotch-Irish and Germans are mentioned—who "move[d] to America's communities, seeking freedom and land" and who, "living together, beg[a]n to create American ways of life" partly through "marriage between people of different nationalities" (pages 92-4). Thus, "the melting pot" is endorsed while the most important element in the process is ignored and, thereby, implicitly disapproved. Similarly, during Reconstruction "the people of the South found themselves opposing the governments of their own states" (page 426); this assertion is the more striking because the authors are usually careful to qualify, as in the unexceptionable assertion on the same page that Southern Republican Congressmen "did not truly represent the majority of the Southern people." One of the most unfortunate reflections of this exclusion of Negroes from the body national is the necessary and drastic depersonalization of Negroes. In the colonial period, while they are described as raising crops, working "as butlers, cooks, and gardeners" and "in shops," they are first introduced as one of "two different kinds of workers [who] were found [in order] to solve the labor shortage" (pages 72-3). After Eli Whitney invents the cotton gin, "slaves" are "owned" and "slave labor" is "depended upon" and "needed," but the slaves don't *do* anything (page 343). There is

¹ Mabel B. Casner, Ralph H. Gabriel, Edward L. Biller, and William H. Hartley, *Story of the American Nation*. New York: Harcourt, Brace & World, Inc., 1962. This is a basic textbook for grade eight.

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no description of life in slavery or of Negro resistance to it. The same tendency is evident with individual Negroes. Nat Turner (who "led a Negro rebellion in Virginia") is one of three individuals mentioned in a section describing Abolition (pages 309-10); the other two, Garrison and Yancey [sic], are listed in the index; Turner is not. Later, B. T. Washington "opened Tuskegee Institute" (page 431) and is admitted to the index. Finally, there is a picture with caption showing "Nkrumah of Ghana" speaking before the U.N. (page 683). These three and Dred Scott are the only individual Negroes so much as mentioned in the text itself. On the other hand, three others are the subjects of books listed as enjoyable for further reading. A biography of Harriet Tubman is noted as the story of an underground railroad conductor (whose color is not specified, page 319); Washington's *Up From Slavery* is a "description of a Negro boy's struggle and triumph" and "gives a good picture of Negro development after the war" (page 435); a book on Ralph Bunche is also included.

The second of the interrelated bases of approach is the felt necessity of avoiding any implication that *racial* differences have produced strains in American culture. This principle of avoidance concerns the Negro primarily and perhaps exclusively: witness the endorsement of racial pluralism and harmony in the section entitled "The population of Hawaii includes several races of people—all now United States citizens" (page 694). Sometimes the resultant faults are minor (relatively), as in the failure to indicate that the Spanish introduced Negro as well as Indian slavery (page 33) and in omission of the racial element in the proslavery argument (page 310). But this avoidance also results in omissions which produce serious distortion, as in the extended account of the Dred Scott decision where the court is presented as ruling that a slave was not a citizen while nothing is said of the court's decision on citizenship of Negroes (pages 391-2). For a time, during Reconstruction, especially when the Klan terrorizes "Negro voters" and "Southerners struck at the Negro" (page 428), Negroes as such—rather than as slaves (for there is no discussion of Negroes who were not)—became a *factor* in the story. But then, almost predictably, they simply drop from view, appearing neither as an issue nor as sharecroppers, much less as the targets of legislators or as migrants to Northern cities. They are finally resurrected, by implication rather than by name, in 1954 when the Supreme Court opines that the "segregation of races in the public schools" is "contrary to the Constitution." Just why this decision was made and why newspaper reporters had waited for it "for months" we are not told. Sectional differences in response to the decision are handled by reference to "Louisville" and "Baltimore" and "some communities." Still more remarkable is the ensuing discussion of two civil rights acts, in which "civil rights" are not described, the term *Negro* is not mentioned, and one waits until almost the end before the element of "race" is so much as referred to (pages 689-90). Finally, the recommendation of a biography of Ralph Bunche describes him as "raised in poverty and in the midst of ugly discrim-

ination" but does not identify him as a Negro (page 705). This reference to racial discrimination is the most direct in the book; it also seems to be the only one.

Tightly linked with unwillingness to acknowledge race as a factor in American history is an apparent subservience to Southern sensitivities on the subject. Indications turn up at every hand. Among them, in addition to many cited above, are the treatment of Abolition (the extent, motivation, and arguments of which are accorded less space than the Southern proslavery defense, pages 309-11), the incorrect suggestion that opposition to slavery began "in the early 1800's" (and therefore, by implication, had no connection with the founding of the nation and the ideals of the Revolution and the Founding Fathers, page 309), the literally invariable use of the ingenious "War Between the North and the South," and, inevitably, the unflattering presentation of the Radical Republicans.

Finally, the treatment of the Negro in this book is strongly colored by blandness, timidity, and an underlying determination to present life as pretty. In fact, of course, much of the Negro's experience in America has been far from pretty, and by implying otherwise this book distorts an important aspect of the American past.

The Story of American Democracy¹

By Winthrop D. Jordan²

These remarks are merely by way of supplement to my report on the eighth grade textbook, *Story of the American Nation* (1962). The two books are substantially similar. Although the older book is used in the eleventh grade, it does not appear to be appreciably more sophisticated than the newer version; indeed the commercial publisher refers to the newer book as the "successor" of the older. While the newer book appears to be essentially an up-dated and more sprightly version of the older, there are important differences between the two in their treatment of the Negro which suggest that some of the newer book's deficiencies may have derived from an unwillingness to arouse certain Southern sensibilities.

Thus, though the older version is on most counts unsatisfactory in much the same ways as the newer, it includes several brief sections on the Negro which were altered or struck during revision. In contrast to the newer, it offers a picture of Crispus Attucks on a page headed "Patriots from Many Peoples" with the notation, "A Negro of Massachusetts, [who] was the first to die for American liberty" (page 133); a not unfavorable reference to *Uncle Tom's Cabin* (page 358); the assertion that "As time passed, the Klan fell into the hands of men

¹ Mabel B. Casner and Ralph H. Gabriel, *The Story of American Democracy* (Third edition). New York: Harcourt, Brace, & Co., 1955. This is a high school textbook.

² See footnote 2 on page 19.

who used it for selfish purposes" (page 389); and a review question asking the student to think about "What changes have taken place in the South since the end of the war . . . in the lot of the Negro" (page 395). In the process of revision, too, the title of one chapter has been changed from "Americans Seek the Goal of Equal Opportunity" to "Americans Improve and Enrich Their Ways of Life." A section on ante-bellum theatre and music in the older book, which included a discussion of "Negro spirituals" summarized by the statement that "The Negroes made the first important contribution to American music" (pages 293-95, 297) has been discarded in the newer version. Gone (in the interests of factual accuracy?) is the statement *re* nullification, "In our day, nearly everybody accepts the power of the Supreme Court to decide whether or not a law is in accord with the Constitution" (page 273). Gone too is the categorical statement, "The democratic ideal of equality left no room for slavery. . . ." (page 297). Finally, the newer version contains nothing so explicit and forceful as the following: "For what is democracy but belief in the dignity of every individual human being, famous or unknown, whatever his color, race, or religion?" (pages 658-59).

All in all, one gains the impression that *The Story of American Democracy* provides a more satisfactory treatment of Negroes in American history than does *Story of the American Nation* (1962), but also that the older book is far from faultless in this respect since it contains so many of the defects which appear in the newly revised version.

Story of America¹

By Robert L. Middlekauff²

This book contains few of the crudities that textbooks sometimes offer about Negroes. At times it shrinks before the tender sensibilities of the South, as, for example, in its elaborate explanation of why it refers to the Civil War as the "Civil War" ("The most common [name] but not the most correct") and as the "War Between the States" (page 211). It sometimes strives to be fair in treating controversial points either by maintaining a gray impartiality or by belaboring both sides (the true and the good, it seems to assume, in such cases, are always in the middle, halfway between the two sides). There are some striking omissions—the NAACP is not mentioned, nor are most Negro leaders in the nineteenth and twentieth centuries, and most court cases affecting Negro civil rights are ignored. And clumsy organization robs the book of some of its limited force (examples follow).

After saying all this, I would still say that this text is much better than several others I examined. Despite omissions it makes a serious attempt to trace a variety of Negro experiences. And in the process it shows that the Negro has suffered in America but it does not romanticize him.

Slavery

The book assumes that the origins of Negro slavery were solely economic: because land was cheap in the colonies and white labor expensive, it holds, Negroes were imported. This emphasis upon slavery as an economic institution is maintained throughout the book. There is no suggestion that slavery developed over a period of time until it was recognized in law in the 1660s nor is there a hint that the Negro's color contributed to his enslavement. (The book may intend to suggest that the unfree status of Negroes gradually hardened into slavery, for it refers to the human cargo of 1619 as "the first Negro servants," but thereafter it uses the word "slaves.") Slave life is ignored in the book, and nothing is said about the psychological and social effects of the institution.

In most places the treatment of slavery is factual, though no facts are given about broad areas of slavery. There is one admirable assessment of slavery: "The benefits of slavery were all on the side of the owners. As the anti-slavery speakers said, nobody ever asked to be a

¹ Ralph V. Harlow and Ruth Elizabeth Miller, *Story of America* (Revised edition). New York: Henry Holt & Co., 1957. This is a high school textbook.

² Professor Middlekauff taught colonial history at Yale University before joining the faculty of the University of California. As H. F. Brinton Fellow at Yale, he wrote a prize-winning dissertation which has been printed by Yale University Press as *Ancients and Axioms: Secondary Education in Eighteenth-Century New England*. Mr. Middlekauff is now engaged in research for an intellectual biography of New England's famed Mather family.

slave . . . [and, the text concludes] nothing could make up for loss of freedom. . . ." (page 130).

This passage occurs in a chapter on nineteenth century America. Nothing comparable is said about slavery in the colonial period. In fact, slavery in the colonial period is treated in a chapter that presents colonial life as one of unrestrained achievement. The colonial period is a period of progress, of material advance; plantations served colonial enterprise and slaves served on plantations. In this context, which exudes utilitarian values, slavery may appear to the uncritical reader as an eminently useful—and good—institution.

The account of the colonial period may lend itself to a second inference (perhaps incompatible with the one above). The tone of the discussion of the colonial period is one of relentless optimism. Colonial America was a going concern, as these section headings suggest: "Ability counted more than birth in America," "A sturdy middle class developed," "Colonists could better themselves," "Royal governors had a hard time." "Free American air" is contrasted with the stuff unfree Europe breathed. The setting is one described by Turner, and in it slavery by implication appears as an aberrant condition of relatively little importance. And although success is attributed in large part to American opportunity, at one point race is credited in a discussion of craftsmen like Benjamin Franklin—"men of good racial stock and ability" (page 29).

Abolition, Civil War, Reconstruction

Although the book's treatment of slavery is unsatisfactory, the worst of it may be cancelled out by the discussion of the antislavery movement. "Here," the discussion begins, "was a system (slavery) that denied all the values of the American system to millions of Americans. Slaves had no share in economic opportunity, no part in politics, no rights to education, and not much chance at moral improvement. Slavery was completely out of line with American ideals" (page 151). But in its account of the antislavery movement, the book gives the impression that it was unfortunate that anyone insisted too strenuously that these American ideals should be extended to Negroes. Moderate men who "tried to end slavery by appealing to the American sense of fair play" are contrasted favorably with abolitionists, "men who thought they could get results by making everybody angry" (page 152). To incite hatred was the intention of the abolitionists, according to the text. Although the text does not advocate the view attributed to the South—that "the real danger to the welfare of the United States came not from slavery, but from abolitionists"—it evidently admires a statement cited from Daniel Webster "that abolitionists accomplished nothing good or useful."

In a chapter heading the book makes obeisance to the argument that state rights "led to" the Civil War, but the substance of the chapter itself focuses on the problems of slavery, and especially the extension