

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

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

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

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

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

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

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