

10 letters a week. In Kansas they must have a very good literary program there. I don't think I have had more than one or two letters from the South. It would have been interesting to have heard from South Carolina about Robert Small. There is a Robert Small High School in his hometown of Beaufort.

You encourage me, Mr. Burton, to say I think there could well be regional studies of Negro history somewhat along the lines of the old WPA State books. I think a great deal could be discovered in Chicago, San Francisco, and Los Angeles.

Also, I have a copy of the Interracial Books for Children's publication that perhaps you would like me to put in the record.

Mr. BURTON. May I see that?

Mr. STERLING. This is from the newly formed Council on Interracial Books for Children, Inc., organized by a group of writers interested in seeing that new books come out. It is located at 9 East 40th Street, New York City.

Mr. BURTON. We will receive it and without objection I will ask Dr. Matthew to see that the record contains appropriate reference to whatever material just might be of interest to those who will be reading the proceedings.

Thank you.

Mr. BURTON. Mrs. Lloyd.

STATEMENT OF MRS. HELENE M. LLOYD, ASSISTANT SUPERINTENDENT OF SCHOOLS, NEW YORK CITY BOARD OF EDUCATION

Mrs. LLOYD. Mr. Chairman, committee members, for the record, I am Helene Lloyd, acting deputy superintendent, New York City Schools.

May I say that representing New York City we are very pleased to be here to present the information that you have requested this morning. We consider it a privilege. We did prepare for your use a packet of materials in order to conserve time for questioning, which I know it is an important part of this reporting period.

I did prepare an outline and plan to follow that outline rather specifically and the items attached and referenced.

(The outline and plan referred to follow:)

OUTLINE AND PLAN APPROVED BY JOHN B. KING, ACTING SUPERINTENDENT OF SCHOOLS

(Prepared by Helene M. Lloyd, assistant superintendent)

1. THE POSITION OF NEW YORK CITY SCHOOLS WITH REGARD TO THE TREATMENT OF MINORITY GROUPS IN BOOKS FOR SCHOOL USE

1.1. On October 9, 1962, the Superintendent of Schools issued to school staff and publishers an official "Policy Statement on Treatment of Minorities in Textbooks." This statement clearly defined the Board's position with regard to the treatment of minority groups in textbooks. (See Item #1 attached.)

Pertinent quotations from this Policy Statement are as follows: "The New York City school system is requesting its textbooks appraisal committees . . . to ask the following questions:

"1. How adequate is the space and treatment given to the roles of various minority groups in our culture?

"2. Do the illustrations, both photographs and sketches, reflect the pluralistic nature of our society?

"3. Does the treatment reflect the findings of recent historical scholarship?

"4. Does the treatment avoid reality by ignoring or glossing over the present-day tensions of intergroup relations, and the efforts made to relieve those tensions?