

282 BOOKS FOR SCHOOLS AND TREATMENT OF MINORITIES

2.12. After-School Study Centers were initiated during 1965-66 in schools to acquaint pupils of Negro and Puerto Rican backgrounds with the culture and history of their groups. Texts and library books were provided.

Based on the success of the project during this past year, the program is to be expanded in 1966-67.

3. METHODS OF SELECTION, ASSIGNMENT, AND DISTRIBUTION OF TEXT AND LIBRARY BOOKS FOR SCHOOL USE

3.1. *Selection*: Publishers or individuals may submit a textbook or library book for possible listing. Books are evaluated by professional committees, membership of which remains confidential.

3.2. *Assignment*: Books approved are listed in any one of the following publications, or their supplements, which are printed and sent to all schools annually:

List of Textbooks for Use by Day and Evening Elementary Schools and Junior High Schools, 1965-66

List of Textbooks for Use by Day and Evening High Schools and Vocational and Trade Schools, 1965-66

List of Approved Magazines, Periodicals, and Microfilms, Grades K-12, 1967

3.3. *Distribution*: Principals are free to order for school use items from these approved lists. Nonlist materials can also be ordered with the approval of the District Superintendent. Materials are distributed directly to schools by publishers.

4. USES OF THE PROVISIONS OF FEDERAL EDUCATIONAL LEGISLATION FOR THE INCREASE IN SUPPLY OF TEXT AND LIBRARY RESOURCES FOR SCHOOLS

4.1. Monies were used to increase the supply of text and library books relating to the role of minorities in many federally-sponsored projects, as—

4.1.1. ESEA Projects, Title I, 1965-66, are illustrative of projects in this category:

4.1.1.1. After-School Study Centers—
Elementary and Junior High Schools

4.1.1.2. Summer Schools in—
Elementary Schools
Junior High Schools
Vocational and Academic High Schools
Schools for Socially-Maladjusted and Emotionally-Disturbed Pupils

4.1.1.3. "More Effective Schools" Program
4.1.1.4. School University Teacher Education Center (SUTEC)
4.1.1.5. Summer Institutes for Teachers of Disadvantaged Pupils
4.1.1.6. Corrective Reading, Nonpublic Schools.

4.1.2. ESEA Projects, Title II, are also illustrative of projects in this category:

4.1.2.1. Development and Application of Reading Techniques, District 22.

4.1.2.2. A Model Multi-Purpose Supplementary Educational Center, District 7.

5. ANTICIPATED CONTINUED NEED FOR THESE KINDS OF SUPPORT

5.1. It is anticipated that the financial support needed from the federal government for the purchase of texts and library books relating to minorities will continue to increase.

5.2. There are several reasons that validate this statement:

5.2.1. There is a recognition of the need to provide in all schools materials about minorities in order to create better intergroup relations and to develop a worthy self-image among minority-group children.

5.2.2. There is an increase in the rate of mobility of school population in this city which necessitates that adequate materials about minorities be placed in all schools.

5.2.3. There is an increase in the amount and quality of new materials relating to minorities being developed by publishers. This volume should continue to increase in future years.

5.2.4. The changes in curriculum in New York City require the purchase of new texts and library books. Examples of new curriculums under development include the revisions in the following areas: History and the