

Social Sciences—Prekindergarten—12, Civil Liberties and Civil Rights, the Humanities, Home Living in an Urban Society, Language Arts, and others.

6. PROPOSITION OF ASSISTANCE FOR TEXTS AND LIBRARY BOOKS IN THE TOTAL BUDGET

6.1. Monies allocated for texts and library books are as follows:

1965-66:	
Total executive budget (as modified)-----	\$916, 296, 336
Total textbooks-----	\$7, 440, 244
Total library books-----	\$2, 976, 124
Proportion of total budget used for library and textbooks (percent)-----	1. 13
1966-67:	
Total executive budget (not yet modified)-----	\$1, 004, 011, 190
Total textbooks-----	\$9, 516, 559
Total library books-----	\$2, 807, 875
Proportion of total budget used for library and textbooks (percent)-----	1. 12

Mrs. LLOYD. The first question the committee presented was with respect to the board's position with regard to the treatment of minority groups in textbooks for school use.

In this area, frankly, we are very proud we have taken a forward, positive action program and issued on October 9, 1962, a policy statement from the superintendent of schools termed an official "Policy Statement on Treatment of Minorities in Textbooks."

This statement clearly defined the board's action with regard to the treatment of minority groups in textbooks.

(See item No. 1 attached.)

Pertinent quotations from this policy statement are as follows:

The New York City school system is requesting its textbooks appraisal committee—to ask the following questions:

1. How adequate is the space and treatment given to the roles of various minority groups in our culture?
2. Do the illustrations, both photographs and sketches, reflect the pluralistic nature of our society?
3. Does the treatment reflect the findings of recent historical scholarship?
4. Does the treatment avoid reality by ignoring or glossing over the present-day tensions of intergroup relations, and the efforts made to relieve those tensions?
5. Does it help to promote the goal of a pluralistic society, free from the social ills of discrimination and prejudice in such areas as education, employment, and housing?

The important point here is that the superintendent of schools will recommend only those instructional materials which are in accord with the stated educational objectives of the board of education. This action is not an attempt at censorship or dictation. It is a response to community expectations that the textbooks we approve for use in our schools will reflect our educational objectives, as set forth in the course-of-study and curriculum bulletins issued by the board of education.

Now this policy has been, in effect, kept in the minds of the publishers and the school people by a brief statement.

I have provided for your use a copy of policy statement No. 1 which I offer as item 1 in this presentation, a copy of "Strengthening Democracy," which is sent to every teacher in New York City schools. Volume 16, May 1964, which I offer as item No. 2, in which our policy statement is again reiterated and, as Item No. 3, volume 22, No. 3, issued in the spring of 1966, in which once again the superintendent of schools has very clearly stated materials will not be approved for use in New York City schools unless they are in accordance with our policy.