

(3) Balanced presentation of minority groups, in context, rather than through the use of supplementary materials of special chapters and the perpetuation of stereotypes;

(4) Presentation of minority groups in varied and diversified settings and through various topics; and

(5) Realistic rather than superficial coverage, but with a view to showing how American life would be at its best.

Similarly, cooperative research funds have supported university-based research designed to make curriculums more relevant to disadvantaged children. This year, three such projects have been completed:

(1) The Lincoln Filene Center for Citizenship and Public Affairs of Tufts University developed pilot materials on racial and cultural diversity for elementary school students.

(2) Queens College explored the impact of biographical and fictional materials about the Negro on the learning and retention rates of disadvantaged Negro eighth-graders.

(3) Researchers from Columbia University and Brooklyn College developed a language development program for center-city kindergarten children.

Office of Education support for such curricular research arises from our desire to promote diversity of materials from which State and community educational authorities can choose. The common denominator of such materials should be quality.

A start toward getting such quality multiethnic materials into the classrooms has already been made, through the efforts of publishers and of educational agencies. In general, the development of new curricular materials designed to give more attention to minority groups has followed one or another of the following patterns:

(1) A commercial publisher may decide to include multiethnic materials among its offerings, and will use the traditional approach in developing these materials.

In general, the process involves the hiring of writers—who may be school personnel, university professors, or free lance writers—submission of the manuscripts to school personnel for review and consultation, pilot testing in classrooms, feedback, revision, and publication of the resulting version. The extent of pilot testing and feedback will depend in large measure upon the range of the publisher's resources. One innovation has developed from a publisher's contracting with a photographer, a public school principal, and a college professor to prepare a series of books for children who do not verbalize. The books consist of photographs of city life, have a multiethnic character, and provide spaces for the child to write his own reactions—which become his beginning reading vocabulary.

(2) The school system may develop its own materials and have them published commercially.

This pattern was stimulated by the Great Cities Program for School Improvement, originally financed by the Ford Foundation. School superintendents in the Nation's largest cities recognized that available textbooks were markedly inadequate for urban use; they therefore developed their own. In the case of the "Detroit Readers," for example, a writers' committee composed of teachers and curriculum specialists was established within the school system to prepare the materials. The board of education holds the copyright