

communities where the school population generally has a large percentage of minority groups, the demand for revision is strongest.

The dropout problem has spurred many schools into attempts to make their curriculum more meaningful to the students, and a major way to accomplish this has been through the teaching of the role of minority groups in U.S. history. In some of our more advanced suburban schools in white communities, there has also been a growing demand for the inclusion of the contribution of minority groups and integrated textbooks.

However, there are many educators and laymen who have seen no need for any change and many who have resisted the attempt to introduce new materials along these lines. The rationalization is often given that integrated material may be necessary for Negro areas, but "we don't need that kind of history in our community."

One of the problems is that many of the teachers within our schools today have themselves studied a distorted version of U.S. history, totally lacking in any consideration of material concerning minority groups. As a result, they do not have the necessary background to teach this material, and without this knowledge, they see no need for its inclusion in regular history courses.

Others, who have either studied these problems or realize the need for such material if we are to give an accurate account of history, are demanding that it be included in the textbooks. When textbooks do not fulfill this need, many leaders insist on supplementary material to fill the gap.

Teachers, including student teachers in teachers colleges and education programs, should be made aware of the new materials available in this area and instructed in how to use these materials.

The NDEA Institutes for teachers of the culturally deprived held during the past two summers are a start in this direction. Many individual teachers need encouragement to incorporate the material into their classes. Some school districts have begun to supply bibliographies on new material, such as the Oakland, Calif., guide on American minority groups. However, not enough are doing this.

The needs in this area vary according to the range of problems facing the different communities. In the urban areas where schools face reading problems and a large dropout population, remedial reading material is needed so that the students will be motivated by a reading level they can comprehend.

Education in many areas is so removed from the everyday life of the student that it has little or no meaning for him. There is a demand for urban-oriented materials, which will enable the student to relate to what he is studying. There is an underground of discontent with American education that is coming forth into the open all over the country. It is demanding that education be made more meaningful by the making of materials more meaningful. This is true in all areas of education and in all communities.

There are many problems involved in the book selection policies of educational authorities, which put limits on the uses of integrated texts and related books in schools. The first problem is that the procedure for adoption is radically different from one State to another and from one city to another within each State.

In many areas, committees are set up to evaluate new materials and to draw up a list of books that may be adopted for classroom use. The