

case of these dual editions it is usual for the publisher or his local representative to offer to a school system only the version he thinks will be most acceptable; the other edition is not mentioned and the catalogs do not clearly indicate the existence of two varieties.

In general, Virginia schools have failed almost entirely to make use of these new enriched resources. In the process they have cut themselves off, whether they know it or not, from some of the most stimulating and effective products of educational publishing today, judged quite apart from the question of racial treatment. It would be possible to make a good case for abandoning this "all-white world of children's books" simply on the grounds of fairness to Negroes who comprise close to 25% of Virginia's people. But the real question here cuts much deeper, to the very roots of our schools' responsibility. This is to prepare all our children as best we can, not to inhabit a vanished world of yesterday, but to meet with intelligence and with spirit the realities of tomorrow's society. Why should a Negro child feel motivated to study from books with which he cannot identify, or particularly strive to win his place in a culture which shows no appreciation for Negro achievement? Equally why should a white child respect the capacities of a Negro if he has never been given the slightest hint that Negroes have contributed anything beyond manual labor to the growth of the United States?

But from elementary grades through high school, the typical Virginia pupil, white or Negro, still in 1966 absorbs from his books the notion that every important contribution to American history and all significant participation in its society and culture today are a white monopoly. **And that is what this project of the Virginia Council on Human Relations is all about.**

THE SOLUTION

In Virginia the State Board of Education (VBE) and its Textbook and Curriculum Committee bear the major responsibility for determining what textbooks will be used in the public schools throughout the state. Based largely of course on recommendations from the professional staff, the Committee periodically recommends, and the full Board adopts, approved textbook lists. Each list is in use for six years, and state funds may be used only for textbooks on these lists. Even for books purchased with local funds, these lists are widely used as guidelines.

In early December, 1966 the VBE is scheduled to select the textbooks to be included on its approved list in the following categories: