

helpful lists. These are now available as a pamphlet from the VCHR office (See last page of brochure). These lists cover: I - Texts and series available in dual versions, with notes on how to identify them; II - Texts previously selected by the VBE now available in at least one version with inter-cultural material; III - Recently available books with inter-cultural material, presumably not previously considered by the VBE; IV - Supplemental textbook-type materials which can be obtained by local school systems; and V - Recently published distinguished children's books noteworthy for their inter-cultural treatment, suitable for school, library and family selection. The resources of this field are already so rich that some selective guide such as this is almost essential.

### WHAT CAN YOU DO TO HELP?

There is an important role in this project for individuals and for local and state groups of every kind, by no means limited to Human Relations Councils. P-TAs, teachers' associations, Leagues of Women Voters, University Women, University Professors, churches, civic associations, young peoples groups, campus organizations, all should be urged to take part. The first step is to develop a genuine and widespread interest in the subject. Each local school board and school administration should be approached to find out what kind of books are actually being used. It will be good if many individuals will take time to familiarize themselves personally with some of the books; different committees might concentrate on certain grades or fields. The resources list mentioned above will make it possible to offer very specific suggestions, but ideas and opinions based on personal familiarity always carry great weight in giving testimony, in speaking, and in writing letters.

Someone may try to put you off with the argument that textbook selection should be strictly a "professional" matter. The VCHR is not trying to raise the question of lay influence vs. professional responsibility in such an important aspect of our educational system. But the fact is that through lack of courage on the part of some publishers, through fear of adverse public opinion by some teachers, or through sheer unawareness of the resources available, Virginia has just not looked squarely at the problem up to this time. So far as possible, we hope that local groups will offer their views not in the spirit of criticism or opposition, but as allies of enlightened leadership in the educational profession. Present and former teachers and librarians who are members of various local groups can help tremendously by putting their professional experience at the service