

However, although these options mean that the wealthier counties and cities can to some extent disregard the restrictions on state schoolbook funds, this is no solution to the whole Virginia problem. It is precisely in the poorer areas, most dependent on state funds that the social and psychological problems are likely to be most acute.

Aside from the public institutions, private schools and churches should be encouraged to increase their use of books with a broad cultural base. Many of the books are available in quite inexpensive editions.

In connection with Headstart, Literacy and similar projects, it is obvious that inter-cultural books are especially important, and local staff and committee members should know of the available resources. In addition, of course, wherever a public school system has made a commitment to desegregate its educational program as a whole, it is entirely proper for citizens to ask that this policy be carried through fully in the selection and distribution of books of all kinds.

A SPECIAL VIRGINIA PROBLEM

State law requires that Virginia history be taught in every school system in the fourth and seventh elementary grades and in the third or fourth year of high school. Textbooks such as *Cavalier Commonwealth* quoted earlier have been specially written and published for these courses under contract with the VBE since naturally there is no market for them elsewhere. Many Virginia educators as well as impartial scholars from outside the state feel that the present books need (at the very least) some extensive revision if they are to reflect the best of modern thought in the social sciences. Local groups are urged to have their members review these texts, form their own opinions, and write specifically about them to the VBE. (Be sure to distinguish between these books and the more general question).

THE END RESULT

We have spoken chiefly about American society as our textbooks reflect it. But it should be clear that fostering a limited or distorted view in any part of our children's education has a much wider impact. Our outlook on Africa—indeed on all the newly-developing countries and on the non-white peoples who make up a heavy majority of the world's population—can hardly be unaffected by the way we look at Americans of color. And if we are concerned for integrity and truth in the whole educational process we surely cannot place conscious limitations on our teachers and pupils in this realm of human relations. Will our students feel that the world they are studying in school