

tinues to arouse the American people, white and black, to a keener appreciation of the contributions of the Negro people to American civilization.

In 1937 the Negro History Bulletin was undertaken in a 9 months issue annually in the period of the school year for teachers and youths in the elementary and secondary schools and colleges. Its circulation will be increased this next year, beginning in October 1966.

We have undertaken the publication through Books, Inc., Washington, D.C., of 5 volumes on the Negro since the Civil War in a series of 10 volumes to be known as the International Library of Negro Life and History. These five will appear in December.

And this will be a series of volumes, sir, which will compete very strongly with "National Heritage" and they will be better books.

Since 1916 our association through its quarterly and its monthly, the Negro History Bulletin, has carried a message into homes and schools. Their circulation has been small, 5,000 and 3,000, respectively, but we have carried on this message of the need for a consciousness and appreciation of the dignity, contributions, and basic unity of all the ethnic, racial, religious, social, and economic groups which have enriched American life.

We plan a more widespread subscription list as a year's subscription to the bulletin will be given to each purchaser of the series mentioned above, and 50,000 or more sets are to be in this first issue.

The president of Books, Inc., and Publishers, Inc., is here this morning and is a verification of this definite stigma.

How can this objective of equal status be attained when the contributions of these groups are not contained in the textbooks published in the millions and are not known or appreciated by writers and teachers of the textbooks, in which the minorities are portrayed in all channels of communication as not only different but also inferior? Three or four pictures of prominent Negroes do not suffice, while a total poor image of a people remains.

American youth can no longer grow to full fruition in a world divided into two parts in its subject matter, one alive and white, the other black, less alive or dead, and powerless to be born because of the favorable printed word of truth. The time has come not only for an integration of peoples but in addition an integration of subject matter in school textbooks.

The omissions and neglect of boards of education, administrators, book selection committees, principals, and teachers should be corrected. Freedom of speech and freedom of the press give a man the right to write and to publish as he wills, but he should not be allowed to libel another man, and certainly not another people with impunity.

It should be as illegal to libel a people, a whole people, those who are black and those partially related with a single drop of Negro heritage. But why should it be necessary for each minority to publish its history in defense of its claim for a place in our democracy?

Pictures, mental and real, have their impressions on human relations. These are fences. These fences are as realistic as the ones of segregation and to remove one without the other will be of almost no adequate result. Booker T. Washington, who was conservative in his