

views gives his reaction which is typical today of children, white and black. He stated in his "The Story of the Negro":

One picture I recall vividly in the first geography I studied. It was a picture of George Washington placed side by side with a naked African having a ring in his nose and a dagger in his hand. Here, as elsewhere, in order to put the lofty position the white race has attained in sharper contrast with the lowly condition of a more primitive people, the best among the white people was contrasted with the worst among the black.

If this picture was intended to present the African, even in this presentation it is false. For Africa had its kings and governments just as Europeans had, its civilization and cultures just as Europe; and particularly among the Franks, Angles, Saxons, Jutes, Danes, and Northumbrians, and others.

King Askia the Great in the Kingdom of Songhay in Africa is as great as Charles the Great of the Franks in Europe. But why mention one and not the other or caricature the other? Why not an African background of American history as well as a European background to American history?

While the absence of sharing and belonging in America affects primarily the Negro, it also affects other minorities. America is not an Anglo-Saxon country with a white Protestant civilization in a struggle to survive against Negroes and foreigners.

We are a composite of cultures from many lands and corners of the earth. Frustrations of varying degrees affect Jews, Negroes, Orientals, Mexicans, Indians, people from southern and eastern European countries and the Middle East. Where homes are well read, these weaknesses become strengths, but they also represent indictments of our democratic preachments.

Our education has helped to maintain a stationary status for our human relations rather than to challenge the building of better ones. The current revolution is also insufficient to achieve the goal of equality so long as the bad image of the Negro is created in the mind of the average American and appears when he hears the word "Negro."

We need and must have an additional channel, the creation and distribution of truth which will dispel the falsehood of omission, commission and neglect which have been rampant in the reading and teaching of the textbooks of the Nation.

The Association Publishers has entered this field of textbooks and has published that which it calls "Four Steps in Negro History in African and Negro-American History." These books are being used in schools for both population groups. They are in school libraries, and the greatest use for them is in schools predominantly Negro, but they should be in schools for all youth.

These four steps in Negro history are as follows:

- I. The first book of Negro history :
The Child's Story of the Negro, by Jane Dabney Shackelford. A textbook for primary and elementary grade pupils. Revised edition, 1964.
- II. The second book of Negro history :
Negro Makers of History, by Carter G. Woodson and Charles H. Wesley. This is a textbook designed for the upper middle grades and the junior high school. Revised 1958.
- III. The third book of Negro history :
The Story of the Negro Retold, by Carter G. Woodson and Charles H. Wesley. This is a textbook for the senior high school and is suitable for college students desiring the leading facts of Negro life and history. Revised 1964.