

*Brotherhood* (Macrae Smith) by small publishers but the big "houses" appear to be in a race to capture the new market. The great demand now is for readings (1) that will appeal to children who live in urban environments, including the poorer sections; and (2) that will include pictures and stories of minority peoples. America's largest publishing establishments are planning and pushing ahead rapidly but only one has seen the wisdom of appointing a Negro as editor-in-chief of its series (Charles Harris of Doubleday).

The modern school master is no longer content to rely upon books alone. He has to have his tape recorder, his movie camera and projector, his radio and his TV. The audio-visual aids to education for better human relations are becoming voluminous. There are guides and bibliographies and centers for films, film strips, slides, tapes and the rather expensive video tapes for classroom projectors. In the headlong rush to meet this new demand many blunders are made. For example one catalog: *For Effective Creative Teaching Materials* has on its first page an advertisement on meeting one's neighbors. These are life-like figures portraying (1) "a white family" and (2) "a Negro family." Does not this kind of designation make the pupil more conscious of differences? Again, some of the films and recordings leave out the more aggressive elements of minority history and culture. Thus, a widely publicized disc on the history of the Negro in America, omitted completely the slave revolts as led by Gabriel Prosser, Denmark Vesey and Nat Turner. There is still a tendency to highlight the work of more conservative and less militant Negro leaders of the type

of Booker T. Washington and George Washington Carver rather than Frederick Douglass, W.E.B. Du Bois and A. Philip Randolph.

Librarians, some labor unions and welfare organizations have joined with the schools and civil rights organizations in putting out guides to better relations between minority and majority groups. For years the New York public library has put out periodically an attractive annotated list of the "Best Books By and About Negroes". Mrs. Augusta Baker of that system has expanded one phase of this idea with her "Books About Negro Life For Children." Similarly, from the Chicago public library, Mrs. Charlemae Rollins has issued and re-issued over the years, her book selections on the Negro and race relations. The American Library Association has printed guides of this sort for the whole profession.

The use of such listings has sharply declined in the South ever since the "Negro Revolution" began. Many Southern librarians on their own or because of objections from readers or parents or boards of control have stopped purchasing Negro books. There have been several sensational cases of Southern politicians and others who have objected to books that they thought suggested equalitarian race relations. Thus, Alabama had a big stir about a librarian who recommended a book written by Martin Luther King and in Florida there was quite a commotion about a children's book that told of a friendship between two rabbits, one black and the other white.

Another trend has been the surge of interest in Africa. This, of course, is a reflection on the rise of the new nations of the erstwhile "dark continent." Many