

Chairman POWELL. Without objection, so ordered.

Mr. ROBINSON. We have these studies, if you would like to run them off. (The studies referred to appear in the subcommittee files.)

We had also, along with Mr. Johnson, Dr. Deutsch, as investigator. We had quite a few of the professors from Columbia University who worked on this document. We were very pleased with it.

Chairman POWELL. Mr. Bell?

Mr. BELL. Thank you, Mr. Chairman.

I just want to welcome you both to the committee and I have one question. I am wondering, do you approve of this kind of book, "Around the City"?

Mr. ROBINSON. We have most of them. That is the Bank Street series, which we felt was a step in the right direction. We did not place on our list the Detroit series because it seems to have gone to the other extreme. They are another group doing the same thing—painting white faces black. A drawing of a Negro, without even shading it, is recognizable as a Negro.

That is the thing we were looking at in evaluating textbooks. We were also looking at the kind of attitude building in stories. We found the Bank Street series was the best of all we reviewed.

Chairman POWELL. What is the name of the series again?

Mr. ROBINSON. Bank Street Readers.

Mr. BELL. In some cases I am wondering whether or not it is a sheer lack of understanding and thinking on the part of many of our educational organizations and publishers. I am wondering if this committee or whomever you would suggest for getting more information, including views of elementary and secondary schools abroad could be helpful?

Mr. ROBINSON. In discussing it with the educators during the last few years, we find that there is not a lack of knowledge. There is a lack of commitment to changing the philosophy. I was listening this morning to the intricacies and involvements in changing things in this country. It had to do with whether we are willing to attack the premise of racism which this whole country seems to be floundering around and dying off.

The commitment has to be changed. It has nothing to do with the expertise and doing the jobs. It is changing the attitudes of the educators. I can't say all, as a general thing, are suffering from this malady. Some have escaped, as witnessed by Bank Street Readers. The group that seems to see the light is less vocal in the dialog taking place. The others who cherish the old business are the most vocal and seem to be the most influential on all levels.

Mr. BELL. I certainly agree with what you said a few minutes ago that this matter has to be met on a broader basis, including title VI and so on.

One thing that disturbs me, and I hope you won't interpret this as anything except a feeling that I am concerned about is what might come afterward when you have the Federal Government moving into changing the schoolbooks at the local levels. That is all right for the problem you and I are concerned about, but how much further can you go?

This gets to a control of the Federal Government over textbooks, materials, and so on, to a point someday where we might all regret it—