

We have a great lack of understanding of Asia as well as Africa, I was glad to see that in his message to Congress last February President Johnson urged that we use some of the funds under the research title of the Elementary and Secondary Education Act of 1965 to improve the curriculum in the field of international studies in elementary and secondary schools.

I would hope one aspect of that effort would be to give greater attention to this whole problem of African history and, in particular, something along the lines of your observations of the contributions of Africa to the history of the world.

Two other questions, quickly. You live in Chicago?

Mr. BENNETT. Yes.

Mr. BRADEMAS. Has any systematic study of which you are aware been made of the extent to which textbooks in American schools, let's say in Chicago, or let's say in some of the big city metropolitan school systems of the North, let's forget the question of South for a moment, and talk of my part of the country and your part of the country, are limited?

Are we aware there is racial bias in the textbooks used in the schools of Chicago or in the schools of New York, Philadelphia, Detroit, or South Bend, Ind., for that matter?

Mr. BENNETT. I refer in my statement, I did not read it, to the excellent study prepared by a group of scholars in California. This, I think, was one of the best studies of hidden bias in textbooks in Northern States. That is on page 3 and the conclusion of the California study was that the greatest defect in the studies we have examined is the virtual omission of the Negro.

The Negro does not exist in these books. The authors of the California study went on to examine the various distortions in the textbooks.

Mr. BRADEMAS. Who made the study?

Mr. BENNETT. Several scholars in California, including Dr. Kenneth Stampp.

Mr. BRADEMAS. It might be appropriate to have the citation on that study for possible inclusion in the record.

Mr. BURTON. Would you see that Dr. Matthew gets that study and we will make reference to it at this point in the record and have it available in the files of the hearing.

Mr. BENNETT. Yes, sir.

(See appendix.)

Mr. BRADEMAS. On the last page you offer a constructive suggestion; namely, a national conference of publishers, administrators, teachers, and scholars at which this whole problem could be aired and discussed. This would seem to me to be a very sensible proposal. I think that we need to give very careful attention, and you point out the immediate apprehensiveness some of us might have to your other proposed remedy in which you say, "I think it is necessary for Congress to specify that all federally funded and federally assisted programs must use teaching tools and teaching materials that give a balanced picture of all the people."

I am certainly sympathetic with the purpose of that proposed remedy, but the only concern I would have is working out some kind of mechanism that would enable us to achieve such a purpose without