

putting the Federal Government in the position of telling people what textbooks they ought to use, for example, censorship, the problem you allude to in the next paragraph in your statement.

Have you any comment on how we could walk that tightrope intelligently without our being charged, as I am sure somebody is going to charge us, with wanting to tell people what to put in their textbooks? I don't think the Federal Government should get into the business of censoring textbooks or any kind of books.

Mr. BENNETT. I don't think it is a problem of telling people what textbooks they must use. I certainly think it is within bounds to say simply that it is in accordance with our national goals that teaching tools and teaching materials be used that give a balanced picture of all the people all of the time. We have had recently on the State level in several States, California and Michigan, I believe, action by the legislature requiring or suggesting that materials on the history of black people in America be included in the regular curriculum.

The California-Michigan Legislatures did not, I am sure, tend to censor anything. On the national level, their approach would seem to me to be applicable. I would say, after some understanding of the problems involved, I say it because of the understanding of a fact of a condition that exists.

This is not the first time in American life that we have grappled with this problem. As I mentioned, in the first two decades of the 20th century, the Association for the Study of Negro Life and History fought for a balanced presentation of American citizens in textbooks. I have here an old and weathered copy of a supplementary text prepared in 1942 for the Chicago public school system on Negro history.

Nothing has been done about it. I am trying to suggest here that unless there is vigorous action and sustained action on the Federal level nothing will be done about this problem.

Mr. BRADEMAS. Thank you very much.

Mr. BURTON. Thank you, Congressman Brademas.
Congressman Carey?

Mr. CAREY. Thank you for your testimony, Mr. Bennett. While we are at it, the potent observations you make about the history of Africa and the people of that continent are also typical of our neighbors to the South. Isn't it true we neglect entirely the great development of the Latin American continent? I have found in my experience in my own city—I come from the district where Henry Beecher once preached—I have a curious question which I direct to children of junior high school age of white Anglo-Saxon background. I ask them pointedly about Puerto Rican citizenship and they hedge on the question. They don't know whether these children are American citizens.

This is because we don't tell them they are American citizens. We don't do well in other areas in addition to the black minority.

Is it not true this textbook is probably an antique in terms of good teaching in schools in this day and age even though it was published in 1960? Since 1960 we have seen and heard slogans on this particular point of the contribution of minorities in our country in the last 6 years. The best I think to be said of this book is that it is out of date. Is that correct?

Mr. BENNETT. I would add it is out of date, but really the book has structural problems. I think the problem in this book is rooted in the