

structure and concept of this book. I would agree that we do not give adequate attention to many minorities but I tend to resist the equation of the treatment of black Americans with the treatment of other minorities in history textbooks for one simple reason and that is that one cannot teach American history without confronting black people.

You can't talk about the Civil War without talking about the Negro.

Mr. CAREY. The book is only a teaching tool. Is it not a great responsibility on the part of the teacher who is well prepared in this field to quarrel with the book?

Mr. BENNETT. Precisely. I would say because of a great many problems many teachers, many scholars, in fact, are unaware of many things concerning the history of black Americans. I will cite one incident. I was doing an article for Ebony magazine for the Revolutionary War period and called an agency to ask for a picture of George Washington crossing the Delaware, a picture of Bunker Hill, and one of the Boston massacre.

The expert in charge of this said, "You are calling for Ebony; you must be a Negro. I don't know why you want the pictures, there are no Negroes on these pictures."

I said, "You are wrong," and he said, "Don't tell me I am wrong, I have handled those pictures for 30 years."

I said, "Go and look. I will hold the phone and then you can tell me."

He looked at the pictures, came back to the phone apologetically, and said, "There are Negroes right in the middle. I have been looking at them every day for 30 years and I never noticed them."

What is involved is that we have a trained blindness in many scholarly circles. This is why I said we need additional money for an enrichment of a program for scholars and teachers so they will know. Many people looking at this picture of George Washington crossing the Delaware or the all-white picture of the Boston massacre wouldn't have the slightest idea what is wrong with it. We have to teach teachers to teach the students.

Mr. CAREY. Couldn't the practice of the U.S. Information Agency under which it has appropriated funds to encourage authors to write books, hopefully balanced, be followed so that we could institute these programs in domestic libraries as we do throughout the world?

Mr. BENNETT. Yes.

Mr. CAREY. It would seem someone could write a dynamic story with the author recognizing what has happened since 1960 in human rights.

An author could devote some of his scholarly time to this. He could produce a better work now by reason of what has happened in our schools since 1960.

Isn't it true that if authors will restructure these books to take into account the progress since 1960, this could be one remedy?

Mr. BENNETT. I think that is one remedy. It would be very helpful, too, if the Federal Government would help to stimulate authors and textbook publishers.

Mr. CAREY. Isn't title II an author-encouragement program for authors? We are spending a great deal more money for new textbooks. We want the contribution of Americans to their own country.

Mr. BENNETT. My experience has been the experience of many people involved in this. Unless people are told precisely that we want