

We have one further witness who has to get back home tonight. We have about 10 minutes to justify his 3- or 4-hour trip down here.

Mr. QUARLES. We will be glad to respond in any way possible.

Mr. BURTON. Thank you very much, gentlemen, for your conscientious presentation.

Mr. QUARLES. Thank you.

Mr. BURTON. We have your statement here. Why do you not just tell us about it. You have been here most of the day, have you not?

**STATEMENT OF DR. A. HARRY PASSOW, PROFESSOR OF EDUCATION,
COLUMBIA UNIVERSITY**

Dr. PASSOW. I have been here since 10 o'clock.

Mr. BURTON. Why do you not take advantage of 8 minutes of educating us? [Laughter.]

Can you educate Congressmen in 8 minutes?

Dr. PASSOW. Well, I begin my statement by saying that the conditions under which I prepared it were very difficult, I should amplify that to say it is extremely difficult for a college professor to open his mouth and speak for the 5 minutes allocated to me, as we usually speak for 50 minutes.

Secondly, I prepared this on vacation at Lake Champlain and did not have the data available to me that I would have liked.

There have been some analyses of the treatment in textbooks of minorities. I do not need to repeat them. Essentially I think what has been found true of American Negroes is equally true of other minority groups. I think one of the problems that we have encountered in terms of the kinds of books that are published is essentially that we have not given attention to all of the minority groups in the ways that we ought to be giving attention to them.

While the American Negro constitutes the largest minority group, certainly, as you raised the question this morning with respect to the gentleman from New Mexico, the Spanish-American or Mexican-American, the American Indians, the Puerto Ricans, the migrant farm laborers, the urban immigrants, all of whom need to be considered in the kind of materials that we provide.

The second point I try to make in my statement is that it seems to me that the major threads of American history, that is, civil rights and equal opportunity, urbanization, and metropolitanization, automation and leisure and other things like that are simply ignored as being too controversial, complicated, et cetera, to need attention.

The main point I wanted to make in my paper is that these cut both ways. The emphasis, it seems to me, during the day has been in terms of the minority groups. The consequences of such materials on the self-image, on ego development, on personal dignity and worth, and what the child learns and how he learns it, as far as the minority group child is concerned is pretty well documented in the psychological literature on learning theory. What we have not looked at is that we are just increasingly beginning to realize that this incomplete distorted picture has had its consequences on the white majority children whose education has been equally shortchanged and attenuated. I would like for us not to think only in terms of what the impact of this treatment is on the minority groups but the impact on the majority group as well.