

I point out that I think there has been an outpouring of materials. I describe the kinds of materials that we have found in just three summers.

Dick Smith, who is sitting over there waiting to show his film, about three summers ago presented a paper at one of my work conferences in which he surveyed the American textbook publishers. He had practically, I would say, two or three publishers who had anything to show.

At my last summer's conference, just concluded in early June, I had more than 30 publishers.

The other point I want to add to this is that our emphasis has been on textbooks and library books, that we have to give a great deal more attention to the other instructional materials—films, filmstrips, records, dolls, materials of that kind, because if we read the Federal legislation the fact of the matter is that many of these materials are purchasable and can be included in the purchases of the schools. In fact, the day of the textbook as the central thing, I think, is gone and we have to consider instructional materials much more broadly.

I presume that the purpose of these hearings is for the purposes of legislation; hence I tried to make some suggestions of what I think are the kinds of directions that legislation might take for the future.

I think I will conclude with that.

Mr. BURTON. Thank you.

We would like to have your formal statement appended to that which you have just concluded.

(Dr. Passow's prepared statement follows:)

PREPARED STATEMENT OF DR. A. HARRY PASSOW, PROFESSOR OF EDUCATION AND CHAIRMAN, COMMITTEE ON URBAN EDUCATION, TEACHER'S COLLEGE, COLUMBIA UNIVERSITY

Because of the conditions under which this statement was prepared, it was not possible for me to undertake the kind of systematic study of the treatment of minorities in texts that would enable me to present empirical data to support my position. I am sure that others who have appeared have done so—although much of what is available still tends to be impressionistic. The comprehensive studies such as those prepared by the late Howard E. Wilson (*Intergroup Relations in Teaching Materials*); Lloyd Marcus (*The Treatment of Minorities in Secondary School Texts*); Abraham Tannenbaum (*Family Life in Textbook Town*); Otto Klineberg (*Life Is Fun * * **); Nancy Larrick (*The All-White World of Children's Books*) or the University of California history professors' analysis of American history texts—all represent the kinds of analyses which simply confirm the general impression of sensitive educational practitioners that minority groups either tend to be ignored or to be depicted in stereotypes which are denigrating.

Marcus' analysis of 24 social studies textbooks widely used in 1961 validated the findings by Wilson in 1949—that "the Negroes' position in contemporary American society continues to be very largely ignored"; that "American Negroes continue to be portrayed primarily as simple, childlike slaves and as uneducated, bewildered freedman"; that scientific knowledge underlying sound understanding of the basic similarity and equality of the races of mankind is absent from the great majority of the textbooks"; and that "textbooks continue to portray America as an all-white nation, not as an interracial and increasingly integrated one." What Marcus and others found with respect to the American Negroes was equally true of other minority groups—Mexican-American, American Indian, Puerto Rican, migrant farm laborers, urban in-migrant, mountain people, etc.

In social studies texts, the major threads of American history in the making—civil rights and equal opportunity, urbanization and metropolitanization, automation and leisure—are inadequately treated or even ignored as "too controversial", "too complicated", or "too much for tender minds." In basal readers,