

And let me interject here that Time's racial predilections are glaringly showcased here—

lose their credibility. Despite these flaws, the long over-due drive for balanced books has produced texts that are generally more accurate, realistic and engrossing than those that today's adults used.

The concern for the literary depiction of American's nonwhite minorities is but one of the problems this committee is rightfully concerned with. These hearings are not aimed at the South, nor designed to force textbook publishers to come up with some overnight magic formula of instant integration in stories and pictures on American life.

These hearings have a fivefold purpose—as I see it—unless my colleagues see otherwise—to explore: (1) the role of the publishing industry in producing books suitable for the needs of the educationally disadvantaged, low income, and what is variously referred to as culturally deprived schoolchildren; (2) the treatment of minority groups and their role in American society in the basic reading texts used in all schools; (3) official school and library selection policies; (4) the extent of expenditures under the Elementary and Secondary Education Act and other legislation supporting book purchases, and (5) alleged price fixing of books by publishers and restriction of school and library purchases to certain editions with questionable binding—cost and durability.

The hearings will seek answers to these problems from educational experts, publishers, and private citizens.

Because this committee is currently authorizing over \$400 million under the Elementary and Secondary Education Act—for which we go to the Rules Committee tomorrow morning—for the purchase of schoolbooks, this committee has a legislative responsibility to determine the extent to which congressional intent is being fulfilled.

For example, if the thrust of the Elementary and Secondary Education Act is to concentrate its financial resources on developing an education for excellence for low income and educationally deprived children, if a primary purpose in our present Federal aid is to guarantee that slum children and minority group children living in the unlovely ghettos of our cities and mountains, such as Appalachia should receive an education equal to that of the wealthiest suburbs in this country—and I passionately believe the act intends these things as does our President—then, these hearings can help shed new light on how to speed up this educational process.

The legislative efforts of Congress to improve the quality of education for low income and educationally deprived children are being diluted and sabotaged if we appropriate Federal funds for programs and those programs are not the beneficiaries of the various massive public and private exertions.

These hearings will accomplish many things designed to improve the quality, cost and distribution of school textbooks.

However, one of the most important accomplishments I anticipate will be to provide a new and more wholesome image in textbooks of minority groups in America—not only for their pride, but for the pride of all Americans in the eclectic society we know as the United States.