

Materials

Colleges and universities.....	\$1, 697, 567
State departments and local systems.....	359, 795
Organizations	161, 591

Related activities

Colleges and universities.....	\$5, 878, 518
State departments.....	2, 056, 430
Organizations	205, 878

Detailed information concerning individual projects, dollar amounts obligated, and the organizations and educational institutions conducting such projects can be found *Supra*, p. 40.

Mr. BRADEMAs. Now the second question that I have follows on the first. Assuming that we can produce books that are good both in terms of their educational content and fair in their portrayal of minority groups in the United States, how can we effectively encourage the schools of the country to use such books, without the Federal Government dictating to local school districts, or State educational authorities, what books they ought to be using?

I am strongly in favor—which is like coming out in favor of the flag, but I am strongly in favor, as I suppose most of us on this committee are—of first-class textbooks for schoolchildren, and textbooks that are fair in the treatment of minority groups, but having said that, we haven't solved the problem of insuring that such books are (a) produced, and (b) effectively channeled into the network of local public schools. While the objective of books that are fair in the treatment of minority groups is one that we can all laud, I think that we can think of other contents of books that would cause us grave apprehension if it were felt that the Federal Government were trying to encourage particular content, if I make myself clear. I would suppose that this ought to be a matter of particular concern.

Mrs. Mink and I were just discussing here, at a time when there are great pressures on our country, increasing pressures because we are engaged in an armed conflict, I think that one's imagination need not lead very far ahead to consider the dangers that might ensue if someone decided that he was going to be sure that a particular policy line with respect to some great national issue, either of war or peace, or of attitudes on internal domestic problems, were suddenly to become the preoccupation of the people who had to do with putting together textbooks.

Have I made my concern clear?

Mr. HOWE. Yes, indeed, sir. I have several comments.

First of all, harking back to some things that were said by Mr. Pucinski and also by Mr. Bell, I think that our first effort in the realm of achieving the kind of textbooks we would like to have in the schools, from the Federal vantage point, should be an effort to get the problem out in the open to have it publicly aired, and to have knowledge generally concerning the abuses and difficulties which exist. I think, therefore, that the hearings of this committee can be extremely useful, because in a way that no one else can, this committee can call attention to these kinds of problems.

I think that this says by implication that our efforts should be efforts to influence the voluntary actions of public bodies that have the responsibility for making curricular decisions by getting good infor-