

mation into their hands, by making them knowledgeable about the issues which do exist, and by no longer allowing these matters to be swept under the rug, as they have frequently been.

So I think we need a public hearing, so that decisions which are made by States and by local communities have the benefit of light. There may, therefore, develop in their materials some benefit of truth, which is what we are trying to achieve.

I quite agree with your comment about the dangers of the Federal Government, through the Office of Education or through the Congress, entering into the prescription of specific viewpoints or specific materials for use in the schools. I think that the protection of academic freedom in the schools resides primarily in the independence of the schools to make their decisions in this realm at the local and State level.

I think we need to develop in the elementary and secondary schools the kind of tradition of academic freedom which is typical of our best colleges and universities. The transfer of that kind of academic freedom, and a knowledge of what it means, to the elementary and secondary schools and to those responsible for operating them is the long-range effect we ought to have.

Mr. BRADEMAs. One other quick question, Mr. Howe, and that is: With respect to the role of publishers in producing the kind of books that we are seeking here to encourage, has there been any significant resistance on the part of publishers to doing so?

Mr. HOWE. I don't have the knowledge to generalize about this. I would say a couple of things. I think the publishers respond to the market, to a degree, and necessarily so. And where there has not been the kind of public conversation which influences the market, which hopefully we are having now, there has been more opportunity for publishers to engage in some of the practices which we have already discussed here—different editions of American history for different sections of the country, and that kind of thing.

So, without being able to answer your question specifically, I make that comment on it.

Mr. BRADEMAs. I just hope that publishers can make a profit and still show a sense of public responsibility at the same time.

Mr. HOWE. I think there is considerable evidence that many publishers are moving in that direction.

Mr. BRADEMAs. Thank you.

Chairman POWELL. You mean toward profit? [Laughter.]

Mr. HOWE. Toward public responsibility.

Chairman POWELL. We will have five publishers here tomorrow.

The gentlelady from Hawaii, Mrs. Mink.

Mrs. MINK. Thank you, Mr. Chairman.

I wonder, Mr. Commissioner, if you could tell us the total value of all textbooks that are published in the United States annually, for elementary and secondary school use? Could you give us a rough estimate what the value would be of this production?

Mr. HOWE. I really can't, Mrs. Mink. I don't even know whether they collect this information. I will find out for you. Maybe Dr. McCaffrey of the American Textbook Publishers Institute has an estimate here, but we will try to get this information for you.

Mrs. MINK. The reason I ask this question is that we are specifically concerned about a hundred million dollar appropriation under title