

ing July 29, 1966, in which they had indicated what appeared to me to be a very excellent policy statement with regard to treatment of minorities in textbooks.

In view of the fact that the testimony you have given is somewhat in conflict with the policy statement, at least as it is being administered in the city of New York, I am wondering whether or not any efforts have been made to use this policy statement as a means whereby some of the textbooks you have referred to could be at least eliminated from that particular school system. Have you had any particular experience at all, in view of this excellent policy statement, of challenging the use of those textbooks that you have referred to as upholding a racist philosophy?

Mr. ROBINSON. In every area we have characterized as educational genocide, we find the board has excellent policy statements all the way down the line. In actual practice, I doubt if you could find any implementation of any of these policy statements for the past 20 years.

Mr. HAWKINS. What you are saying is that some of these statements have not been implemented and that all of your efforts to obtain the elimination of unsatisfactory textbooks have failed?

Mr. ROBINSON. Insofar as practice within the classroom, yes.

Mr. HAWKINS. Now, with respect to another subject. I think you were present. Congressman Bell also referred to it—Federal control in censorship. We keep hearing the excuse being given by individuals who refuse to enforce existing Federal laws that they wish to avoid censorship or exercising Federal control. I would like to have your views on that subject inasmuch as it seems to be a rationalization on the part of individuals who refuse to enforce Federal mandates and commitments to fundamental principles, always with the great concern that we cannot censor nor can we exercise any type of Federal control over certain areas of education.

I would like to get your reaction to some of those statements that were made.

Mr. ROBINSON. I don't know if this is a good analogy or not but when we give contracts of large sums of money in competition for supersonic bombers we specify the goals and the needs. Within that stated context, people begin to work and come up with something approaching the ideal for which we have asked.

I think in the field of texts, in the field of public policy, in the field of philosophy that we intend to live by and under our Constitution, we can also establish goals and specifications. Within that framework boards of education, educators, and textbook publishers can respond. I think it would be clear to them what is expected. The intent of Congress would be spelled out then within certain specifications.

It is not a restriction but it is stating what the goals are to which you are to measure up.

Mr. HAWKINS. Are you really saying people always find ways to do what they really want to do and not to what they don't want to do?

Mr. ROBINSON. That has been my experience, specifically if the outlines are nebulous. They say we didn't know that was the intent. But not if it is spelled out that this is the goal and these are the criteria for which money will be available.

Chairman POWELL. Will the gentleman yield?