

Mr. HAWKINS. Yes, Mr. Chairman. I would like to point out that there is censorship, censorship of textbooks which include minority peoples.

Chairman POWELL. The gentleman from California, Mr. Bell.

Mr. BELL. I hope my good friend was not referring to my question being involved in any way as an excuse for getting around a problem that we know has to be solved.

Mr. HAWKINS. No; I did not mean that as criticism. I think you and I agree on this question of censorship. I just happen to be a little sick and tired of that being used as an excuse.

Mr. BELL. I just wanted to make it clear that it was not in my mind to use it as an excuse. I think it should be done but there is a point that we have to watch, and that is how far we want to go.

Mr. HAWKINS. If censorship is to be used, it seems to be imposed by a minority group against the status quo rather than the other way around. If it were equally applied, I would agree; but when it is unequally applied, this is the thing that makes it morally wrong and destructive.

Mr. BELL. I think the gentleman knows my record in this area.

Mr. HAWKINS. I do.

Chairman POWELL. The gentlelady from Hawaii.

Mrs. MINK. I would like to commend the two gentlemen for their contribution and this is an area where I have a great deal of interest. I think it is one of the most serious problems facing education today. We talk about our problems and racial tensions, and so forth, and yet so little is done to present to the schoolchild the concept of the America we feel it is, where there is an opportunity for people of all races, a land of opportunity, and so forth.

We can't really find this philosophy in so many of our textbooks today.

I am also equally troubled by the manner in which you responded that you really cannot expect the Federal Government in its power and authority to reach a point where it shall mandate the kind of textbooks to be used. This area gives me a great deal of concern.

You talked of guidelines, I am also troubled by that aspect too.

While you stated the policies established by the New York Board of Education are commendable, that they reflect truly the philosophy of this country, the problem in New York is the philosophy has not been implemented in the classroom. This is a problem in New York that the stated philosophy is good but it has not been implemented.

To what extent can the philosophy established by Congress be established in the guidelines at the local level of the school systems?

Mr. ROBINSON. I am sorry if I gave the impression the New York policy statements are the kind we would like. They are not. They are the same kind of policy that pervades the country. I am saying for publication and public relations that the policy statements give the impression that they are moving toward democracy. But the practices of the board of education are the same as 1866.

Mrs. MINK. In the area of the concerns of Congress you have advocated the establishment of strong guidelines reflecting the necessity of this kind of moral education for our youngsters in America. Once these guidelines are established, how will we implement them?

Mr. ROBINSON. I think we started to move into trying to establish some kind of guidelines in the establishment of a National Teachers