

tional materials budget has in the past been smaller than 1 percent of the total amount of money spent on educating the child.

In the face of the broad demands now being placed on our schools to enrich the curriculum and to develop young people competent to cope with all of the problems in our technologically advanced society, it is apparent that a broader spectrum of materials, printed, auditory, and visual, must be supplied to permit schools to teach much more and to do it more effectively.

These Federal investments in libraries and instructional materials in general are eminently worth while. In particular, they come as a great boon to the child living in our poverty areas in an environment lacking in many things, and certainly lacking in books. These children will be at home eventually in the world of learning only when they are able to partake aggressively and effectively in the necessary educational experiences to develop them as human beings and to introduce them to the skills and ideas necessary for adequate performance as human beings.

I will be glad to answer any of your questions, and I thank you for the opportunity of appearing before you.

Mr. DANIELS. Mr. Hawkins?

Mr. HAWKINS. I have two textbooks published by your company. "Our Friend," which is a basic reader, I suppose, was published in 1962. It has this cover on it. The other published in 1965, has an integrated picture on the cover and others throughout the book. The treatment of minorities is done in an excellent manner, I would say offhand.

Does this latter represent the change referred to in your statement about the acceptance of this treatment of textbooks? Does it also represent perhaps a dual use of textbooks? Are you still publishing the earlier one?

Mr. PETERSON. We are publishing both of them.

Mr. HAWKINS. Both concurrently?

Mr. PETERSON. If I may, I would like to correct the record or at least to put my statement on record that we do not have one edition for the North and one edition for the South. Both of these editions are sold in both the North and South, in fact every State of the Union including Hawaii and Alaska.

I think it is necessary for you people to understand some of the problems we as publishers have. One of the most important is that it is not often that you start with a clean slate of paper and start afresh, particularly a company such as Scott, Foresman & Co. which has been in the process of developing readers for almost the full 70 years we have been in existence. When we brought out our first multiethnic reader at grade 4, we had already completed our first three grades of books for a long program.

Those were in the established program with all-white characters. We felt we had to finish that program. At the same time we started at grade 4 with a multiethnic program. We brought out a program with the multiethnic characters in grades 4, 5, and 6. As soon as we finished with that, we went back.

I would like to point out those books are not identical. It is not just a change in illustration. We had to change stories, add stories, change characters, and add families.