

partment of Health, Education, and Welfare, to take into consideration the anticipated volume of purchases and appropriate discounts on these sales.

This was initiated by drug officials, and I thoroughly endorse this action. With this anticipation of increase in sales volumes under NDEA and ESEA, have you undertaken any conferences with educational officials in the country about volume purchases?

Mr. LOCKE. No.

Mr. CAREY. Do you think that would be in order in a governmental activity where you would not need to exert pressure for sales?

Mr. LOCKE. Nobody will buy anything unless they think it is good. So part of the increased sales is actually the result of a great deal of intellectually honest work in producing the materials in the first place.

Secondly, we are working very hard selling to people who have gotten Federal funds. Granted, we have a larger market but we are working very hard to get a reasonable share of that market.

Mr. CAREY. Isn't it true also that your industry particularly has undergone vast new technological changes in the automation of publishing materials? Hasn't there been a great saving by this automation?

Mr. LOCKE. No; I would not agree with that. Computerized typesetting has been of some use where great speed is of importance but speed of typesetting is of absolutely no concern in materials like this. (At this point, the witness held up a sheet of color pictures.)

Mr. CAREY. These are supplemental materials?

Mr. LOCKE. These are not supplementary. This is part of an elementary science program for the first through sixth grades.

Mr. CAREY. In programing your profit, if it does increase due to volume, are you devoting this to increased research in materials?

Mr. LOCKE. Yes, I think we are, but not simply because more funds are available. Our feeling is that instructional materials are on the verge of a tremendous transformation. Over the last 3, 4, or 5 years, we have learned there are other kinds of materials that are as effective for specific uses as textbooks and that, in fact, there are some much more effective textbooks in certain situations. We are beginning to learn how to use equipment properly in education.

There are some good examples now like language labs which have enormously instructive value. Computerized instruction is going to come, I believe. It is technically feasible. There has been enough effectiveness to show it can make a large contribution to education.

This represents the kind of publishing we have done for a long time. In order to play our part we are going to have to do much more research than we have done in the past. We have to think very seriously of the problem of teachers; they are not familiar with non-printed material. There are thousands of teachers that don't know how to thread a motion picture projector.

We have to do much more than we have ever done in the past to show teachers how to use materials correctly and how to do it effectively. The need for research is far greater than it has ever been before. Whether there were Federal funds or not, we would be spending more money on research.

Mr. CAREY. Let me talk a moment about the difference in purchasing techniques and the difference in acquisition of books in public