

schools and nonpublic schools. It is true in nonpublic schools, most parents have to purchase the books for the children as distinguished from the public system where books are free.

Mr. LOCKE. I would say in most private schools the school purchases the books and the cost of the books is part of the tuition the parent pays.

Mr. CAREY. Directly or indirectly the books are paid for?

Mr. LOCKE. Yes, by the parents.

Mr. CAREY. Whereas, the books in public schools are free?

Mr. LOCKE. Yes.

Mr. CAREY. Do you determine any difference in the quality of the books by reason of the means of acquisition?

Mr. LOCKE. I don't think, as a general answer, that would mean much. There is, however, a great deal of difference in the selection policies of schools of all kinds. I can think of private schools which, because of limited funds, are using books that are now quite old.

Mr. CAREY. That is what I am getting at.

Mr. LOCKE. There are private schools because of limited funds using books quite old. I don't think there is any pattern. I would say public schools are the beneficiary of Federal funds and private schools are not. It seems to me there is at least the possibility that many public schools will be using more modern and effective teaching materials than many private schools.

Mr. CAREY. With the consequences, of course, and effect on the education of children in those schools.

Historically there has been the criticism of nonpublic schools that their literature is overly permeated with religious content. Has there been a tendency to secularize the materials in religious schools in the sense of actually discounting religious permeation in the texts?

Mr. LOCKE. I would say, yes, although I am not an authority on that.

Mr. CAREY. Would you say that more and more of the non-public-school authorities are purchasing materials identical or similar to the public schools?

Mr. LOCKE. Yes.

Mr. CAREY. This would be more true in the historically secular subjects such as mathematics, civic, and geography?

Mr. LOCKE. Yes.

Mr. CAREY. In your research on the question of how better to handle the participation of minority groups in instructional materials, have you had any interest in the actual development of a curriculum and discipline in this field where special teachers would use special materials to teach human relations or community relations courses as subject matter courses in the school and not just trust to the accidental instruction of the minority with a picture colored as a Negro boy or a Puerto Rican boy?

Actually, this would be a particular discipline where a guidance and counselor or teacher would conduct a course in elementary and secondary schools and use materials to illustrate and develop this?

Mr. LOCKE. I had not thought of that quite as you stated but in many of the social studies courses there is plenty of opportunity to call specific attention to the problem of intergroup relations. In this social studies course a good deal is devoted to intergroup relations.