

At least there is the fear that it would not pay if there is a group that has only 1 million members, half do not care to read and the other half may not be too interested and the publishers won't sell too many copies.

Dr. MATTHEW. I think we have gotten testimony that publishers are doing well with the new materials they are producing. That is one of the reasons they are going into it. There is the demand. There are multiethnic books being published with all kinds of illustrations.

I think of what you point out about adult education materials, that whether this material is the most interesting for adults, or is informative material, may be a question. I suspect *Time* and *Life*, and the *Daily News* in New York City, which is highly pictorial, are quite widely circulated and read by people whose reading capacity is limited.

They can get information from the pictures quickly. Maybe we do need publications dealing with a wider range of topics with reading material for limited adult readers.

You say paperbacks have a potential and are growing. Are they more expensive in the long run? I think it is less expensive for children to have a complement of paperbacks, for they would have a wider range of materials. But, what is the cost to the school system? Those books are expendable. They don't last long. Would they be more expensive in the long run? Not that we shouldn't spend the money if we need them.

Dr. SCHICK. The number of circulations paperbacks can stand is obviously very limited. A library bound book, according to standard specifications, will withstand 150 circulations and more. Paperbacks will never approach this figure. Paperbacks usually withstand only 3 to 15 circulations. On the other hand, you can get several for the cost of one or two books. For this reason economically it presents a great challenge to teachers.

Particularly in colleges, I think the textbooks are now frequently supplemented or displaced by a series of paperbacks. It becomes then a flexible learning tool. Each instructor can put together his own textbook by combining 10, 15, or 20 various titles.

I think sometimes a textbook puts you in a straitjacket, but a tremendous choice of books by a teacher on his toes and wanting to make an impact, opens up great possibilities. He can't ask the school to buy the book because the expenditure of money is much more limited.

Mr. BURTON. Thank you very much.

Mr. RADCLIFFE. Under the Cooperative Research Act do you know whether any projects have been funded for adult education?

Dr. SCHICK. I believe one or two. The whole cooperative research program has funded some research projects in this area. I can't give you any percentage figures but I would say in consideration of the total funding, it is insignificantly small.

What has gone into research in the publishing area is for all practical purposes negligible.

Mr. RADCLIFFE. That leads me to an observation that this frequently happens when officials of the U.S. Office of Education come before this committee and say we have this need or that need for more knowledge that is urgent. We ask, What have you done with the cooperative research program in this area?

Very often the answer is the one you have given—negligible.