

(e) This point pertains to costs of books since passage of the National Defense Education Act. It should be pointed out that under NEA virtually no textbooks could be purchased until 1965. There is no relationship between this act and the cost of textbooks. Similarly, in the first year of purchases under the Elementary and Secondary Education Act, no more than 15% of the funds available under Title II have gone to the purchase of textbooks. This Act has therefore had no effect on textbook prices.

It is a common misconception that all textbooks are purchased from government funds. This is not the case. Of the total 1965 textbook sales of \$585,000,000, some \$221,000,000 was for college texts which are privately purchased by students. A 1966 survey of 2500 school districts by the School Management Magazine (March, 1966) showed that "more high school students must buy—or rent—their own textbooks than ever before. Only 60% of the districts polled distributed high school textbooks free of charge." The survey showed a comparable figure of 73.8% for elementary school textbooks. These figures are for public schools only. If figures are added for the 5,000,000 parochial school students who normally purchase all of their textbooks, the total pupil purchase of textbooks in the country would be significantly higher. It is a conservative estimate, therefore, that 33% of all elementary and secondary school textbooks are purchased or rented. This means that, including college texts, only 41% of all textbook purchases in 1965 were from government funds.

With this background, let's look at textbook costs more closely. The American Textbook Publishers Institute has for years supported an independent annual survey of industry statistics by Stanley B. Hunt and Associates of New York. Every two years there is a supplemental survey which shows the change in prices of identical books over a period of three years. The distinction between new books and old books is most important.

There has been a steady increase in the price of newly published textbooks because they have become larger, more fully illustrated, and richer in color. They are larger because knowledge has expanded in every subject field. They have more illustrations because schools have felt the need of more diagrams, charts, and other graphics. They have more color because schools find that the functional use of color heightens teaching value.

It costs more to produce the kind of new book that schools require. In the six years between 1960 and 1965, the costs of artwork, composition, and plates for the textbook industry have risen 30%. Editorial costs, largely editorial salaries, have increased by 43%. The net result is that the industry's rate of profit has declined by 10% in the 1960-65 period even with an increase in prices.

One reason for this decline is the very narrow range of increase in the price of identical books. The latest Fall Survey was published in late 1964. It shows prices for identical hardbound textbooks in the basic subjects over the three year period 1962-64. The average price change for elementary books over the three years was less than 5%. The average price change for high school books over the same period was 7%. These increases barely cover the increased cost of manufacturing during this period.

(f) This query pertains to needs for increased expenditures by schools for texts and library books.

The answer to this query depends upon one's level of expectations. It is generally accepted that no student should be expected to rely solely on a single basic text in any subject. Current practice is to surround the text with ancillary and supplementary instructional materials. These include manuals, monographs, paperbacks, tests, transparencies, and the like. To make instruction more effective in the years ahead, more of these materials will be needed than have been available in the past. The expenditure for instructional materials per pupil should be doubled minimally over the next five years to achieve the nation's educational goals. Please recall, that only 15% of the Fiscal Year 1966 funds for books under ESEA went to purchase printed instructional materials. The increase proposed here is for schools in general. Schools in disadvantaged city and rural areas need far more.

It is no secret that the per pupil expenditure for textbooks varies greatly from state to state and within the states. In most of the large cities of this country, the per pupil expenditure is wholly inadequate. If we mean what we say about improvement of instruction in disadvantaged areas, provision of instructional materials in these areas should be triple and quadrupled. The poorer the community, the less is spent for instructional materials. The poorer the school, the more instructional materials are required.