

prices in 1958 and in 1966. Educational books have steadily, over the past twenty years generally and the past ten years especially, tended to increase in complexity, length, and expense of design and production. In order to compare a 1958 book with a 1966 book, one must regard the length of the book, the extensiveness of its printing processes (including the use of color), the number and character of illustrations, and the kinds of materials and consultant services furnished to schools and teachers as aids in using the book. Generally, textbooks have become longer, better illustrated, more expertly written and edited, and more flexible as teaching instruments. All these conditions have caused the single unit to increase in cost and, relatively, in price.

In this connection it should be pointed out that the enterprising educational publisher does not usually publish *a* book. His tendency is to publish a spectrum of materials that will provide abundance and variety in teaching and in learning. Hence, typically, an elementary school textbook series is offered with elaborate teacher's editions or teacher's manuals (free to the school) and consultant service (also free to the school). One must not suggest that the publishers lose money by following this practice—they do not generally—but one must not assume, either, that book publishing is a simple matter of manufacturing and jobbing.

It may be relevant, finally, to suggest that when money is declared to be short for educational materials required for the nation's schools the most logical answer to this need is to increase the amount of money being spent on such materials. For the past quarter century the annual national budget in public schools for printed materials of instruction, expressed as a percentage of annual operating expenses, has been about two per cent. This is not an impressive figure. Whether it is a sufficient expenditure is a question that concerns us all, not only parents, students, teachers, and legislators, but also publishers, whose own interest in American education is hardly financial in whole, and whose commitment to research and creativity on how best to teach all Americans will in real ways help to create a better, braver citizenry.