

taking place in the big cities and what was heretofore the rural countryside. He ponders, with other leaders, the dynamite of the disadvantaged and undereducated youth. He explores the effects of mechanization in industry, home and school. He listens to sociologists, anthropologists, government leaders and statistical analysts.

As one result of these inquiring activities his products are unpredictable: a new series of manuals for apprentices in service occupations, kits of transparencies on civil rights, or workbooks for Americans for whom English is a foreign language.

His response to research on learning: Psychologists are endlessly at work studying the process and the conditions of learning. Educational publishers are just as tirelessly attempting to find the best ideas that would be useful for the development of better instructional materials.

In recent years, researchers concerned with human learning have discovered the value of educating the child earlier than has been thought possible; they have stressed the value of utilizing the concept and the generalization; they have pointed to the need for more independent study by the student. These and other theories, when generally accepted, serve as guidelines for the publisher and author in the revision of texts and in the creation of new teaching media.

Instructional materials incorporating the best of research on learning are already on the market. New research will underlie new products in the years ahead.

The educational publisher recognizes that the printed medium has strengths and weaknesses. He listens with sympathetic attention when researchers propose valid suggestions for improving the potentials of print. He listens with equal attention when they point out the inherent potentials of other than the printed media. For the publisher is no longer tied to the printed page. Along with educators, publishers search for the strengths of any and all instructional media — and are ready to place their resources for the production and distribution of those media which would be of the greatest usefulness for educators.

His response to new knowledge: There was a time when the publisher waited for the scholar or educator to bring a book manuscript to him. Today the publisher works closely with the scholar, and is usually in touch with him long before the manuscript is written.

He keeps in touch with research activities of the campus, foundation and federal agency. He is a concerned witness of — and at times a participant in — the activities of curriculum study projects. PSSC, BSCS, CBA, CHEM, SMSG, HSGP, CUEBS — these and other initials representing the world of curriculum studies in physics, biology, chemistry, mathematics and geography have real meaning for the publisher, because they constitute possible new sources of content for instructional materials.

His response to national needs: The publishers' business with the Federal Government goes beyond efforts to discover material for instructional uses. Frequently, federal officials confer with publishing executives to enlist their cooperation in advancing the programs initiated by Congress and the White House.

Publishers have explored with the U.S. Office of Education the types of materials needed to assist the undereducated and the unskilled adult. It was at the conclusion of one of these conferences that one federal official said: "I cannot conceive of research and development centers working in this field, concerning themselves with instructional materials, and not having a partnership with the textbook publisher."

His defense of creative effort: Since 1964, publishers have gone to Capitol Hill in Washington for another

ESTIMATING LIBERALLY:

"Our school system has been very fortunate with the method we use to provide for textbooks and other supplies. The secret, of course, is that we estimate liberally and purchase freely those items which we feel are essential to our curriculum. . . . To meet the rising cost of books, provision is made in our budget for a 10% increase in the cost of materials. This has met our needs reasonably well during the past eight years." — DOWNTOWN (Penna.) JOINT SCHOOLS.

piece of important business — to assure that revision of our copyright laws are fair and equitable to creators and users of instructional materials.

Congress has been pondering the changes to be made in our antiquated copyright laws for some time. The position of publishers is clear and unequivocal: The invention of photocopying equipment permits wide-spread duplication of materials, the ownership of which actually belongs to writers, artists and publishers. Unrestrained duplicating practices would in the long run weaken all cultural, literary and educational activity. They would destroy incentive for authors and artists and would injure our competitive, private publishing industry.

Publishing executives have laid before Congress proposals which would encourage the creative efforts of authors and artists and, at the same time, be fair to America's classroom teachers and educators.

Publishers consider the defense of creative effort among their vital roles.

His role as facilitator of instruction: The publisher as an agent in the educational process has intrigued many investigators. His role has been variously assessed; quite frequently he has been described as a