

Mr. PETERSON. Sometimes. Most elementary schoolbooks are furnished free to children. There are still some areas where they are bought by parents. In that case there is usually a bookstore in town and the books are bought by the jobber or dealer and then sold to the parents or the child.

We sell to the school or dealer at the list price minus 25 percent.

Mr. DANIELS. Is the price uniform throughout the country?

Mr. PETERSON. Yes.

Mr. DANIELS. Just a moment, counsel would like to ask a question.

Mr. RADCLIFFE. Do you publish secondary schoolbooks?

Mr. PETERSON. We publish secondary as well.

Mr. RADCLIFFE. Do you have any review panel of scholars that looks over the books you intend to publish other than the person who perhaps originally prepared it?

Mr. PETERSON. Yes, indeed. It would depend on the individual subject, but part of the background of preparing a textbook is to develop a group of readers, as we call them, or commentators, people who comment on the organization that you plan in the beginning, who comment on individual chapters, and who keep on commenting all the way through the production of the material.

Mr. RADCLIFFE. To put my question in some context, I must say that I taught American history when I was just out of college and I was very unhappy with the text I had at that time, partly because of what we are involved with here today. For example, we had a lot of French Canadian children in the area and you would think all the French did in North America was to lose to the British.

Similarly in the treatment of other groups. Not just the representation of people as groups but also the treatment of historical facts, and the presentation of those facts. I wondered if that sort of thing had been improved in history texts.

Mr. PETERSON. I am fortunate that in all the years I have been in Scott, Foresman's employ, we never had a high school history. So I did not have to explain the faults someone might find with them. We are going to have a new one on the market in September and then I guess my troubles will begin. Any time you try to condense history, there is obviously the question of picking and choosing. You can't choose material that will satisfy people of the Hudson River Valley and at the same time satisfy people of the Columbia River Valley out in Washington.

Mr. RADCLIFFE. How do you take care of the differences in the multi-racial area we are discussing now? How would a child of Mexican ancestry or Spanish ancestry relate to some of the texts I have seen? We have a large section of the Nation in which the heritage is essentially Spanish and it is a proud heritage.

I have seen little treatment of that. Would it be desirable if publishers could more or less relate books to regional differences and regional experiences?

Mr. PETERSON. Well, that could be done. If you were to further fractionate your market your cost would go up considerably. As for the specific question about Spanish and Mexican people, we have, we think, made a very significant step forward in our multiethnic readers to take care of that group of people in our schools.

Mr. RADCLIFFE. I know you couldn't possibly carry this to its fullest extent with all the groups we have. At the same time, just to con-