



TEXTBOOKS FOR THE 21ST CENTURY

A Guide To Free And Low Cost Textbooks

CALPIRG

ConnPIRG

CoPIRG Student
Chapters

INPIRG

Maryland PIRG

MASSPIRG

MoPIRG

NJPIRG Student
Chapters

Ohio PIRG

OSPIRG

WashPIRG

WISPIRG

**Arizona Students
Association**

**California State
Student
Association**



Textbooks for the 21st Century:

A Guide to Free and Low Cost Textbooks

August 2006

**A PROJECT OF THE
MAKE TEXTBOOKS AFFORDABLE CAMPAIGN**

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Additional copies of the report can be obtained by visiting www.maketextbooksaffordable.org.

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—EXECUTIVE SUMMARY—

College textbooks are an essential but increasingly expensive part of obtaining a higher education. Major publishers have done little to provide adequate lower-cost versions of most textbooks and advertise them to professors ordering books for their classes. In response, alternative and online publishers are offering lower-cost and even free versions of some textbooks. Although these alternatives have the potential to compete with the traditional publishers, they have not yet secured a significant part of the textbook market. As a result, the responsibility for making textbooks more affordable still falls on the major publishers.

Students spend about \$900 each year on textbooks¹, a high price tag that can pose a financial obstacle for students already facing rising tuition and dwindling financial aid. Textbook publishers are the primary reason textbook prices are so high; they often add expensive “bells and whistles” such as CD-ROMs to their textbooks and frequently issue new but substantively similar editions that make older editions obsolete.

In response to growing student concern about the high price of college textbooks, the major publishers have developed lower-cost versions of a few of their textbooks. In addition, alternative and online publishers have emerged on the market, offering free or lower-cost versions of some textbooks to students and professors.

In order to provide a snapshot of the lower-cost textbook market, we examined the lower-cost options offered by the major publishers in their online catalogues and identified several alternative publishers offering textbooks for a lower price or for free. We found:

Major publishers have not created lower-cost versions of the majority of their textbooks and do not always properly advertise the lower-cost options that do exist.

Four major textbook publishers—Thomson Learning, Pearson Education, Houghton-Mifflin, and McGraw Hill—offer some form of lower-cost textbooks, including low-frills paper or online textbooks. Unfortunately, these publishers do not offer lower-cost versions of most of their titles. When the lower-cost options are available, the publishers at times do not prominently advertise them or make it easy for professors to find the information they need about the books online.

A growing number of alternative publishers and faculty are offering lower-cost and free textbooks.

The rising price of college textbooks has created a growing market for lower-cost and free textbooks. Several alternative and online publishers are now offering low-frills textbooks or online versions of textbooks. These books offer the same educational value as traditional textbooks; faculty members we surveyed who have used these alternative textbooks in a classroom setting said they are satisfied with the books’ educational content.

Unfortunately, at this time these alternative publishers offer only a limited number of titles. In addition, some faculty members have raised concerns about online textbooks since not all students have convenient access to the Internet.

Although these alternative publishers could provide much needed competition in the

textbook market, they currently only serve a small percentage of the students who need more affordable textbooks. As such, we renew our call to the publishing industry to reform its practices:

Textbooks should be priced and sold at a reasonable cost to students.

- Publishers should provide a lower-cost printed alternative to every traditional textbook in their catalogues.
- Universities and policy-makers can help by offering incentives for faculty members to create and promote Creative Commons licensed and open source textbooks.
- Publishers should provide faculty and the public with up front information about all possible textbook options and prices. Faculty can help by adopting campus and system-wide purchasing guidelines to build a greater market for lower-cost books. At the same time, policy-makers should require publishers to disclose all textbook options to professors.

Publishers, universities, and faculty should encourage a vibrant used book market.

- Publishers should keep each textbook edition on the market as long as possible without sacrificing educational content.
- Faculty should be made aware of how their textbook choices affect the used book market.
- Universities should promote a variety of forums to trade or rent used books.

**GLOSSARY:
Different Categories of Textbooks**

Traditional Textbooks: Textbooks that are typically found in college bookstores, usually manufactured by major publishers. Often include features such as glossy pages, multi-color photos, hardback covers, and/or supplemental materials.

Lower-cost Textbooks: A complete version of a traditional textbook sold at a lower price because they do not have color photos, hardback covers, or supplemental materials. Often published with a soft cover, spiral bound, loose-leaf/three hole punch, or online. We do not include shortened versions of traditional titles in this definition.

Free Textbooks: Textbooks distributed online free of charge.

—INTRODUCTION—

The high price of college textbooks is a growing problem for students already confronting rising tuition and dwindling financial aid.

The unusual nature of the college textbooks market allows textbook publishers to engage in market abuses that would not be tolerated in a normal market. First, the textbook industry has gone through a wave of intense consolidation that has reduced the number of competitors in the market. Second, the party that orders textbooks (faculty) is not the same party that must purchase textbooks (students), removing price as a primary consideration in the ordering process. Finally, students do not have any institutionalized way to exert their own market power (such as by shopping around for classes based on the price of the textbook). Publishers, in turn, exploit these dynamics and engage in practices that drive up textbook costs.

In January 2004 and again in February 2005, the state Public Interest Research Groups (PIRGs) released *Ripoff 101*, a report documenting the tactics publishers use to drive up the price of college textbooks.² These reports showed how publishers frequently issue new editions without much change in educational content; bundle books with CD-ROMs, workbooks and other materials that most professors do not use; and conceal the cost of textbooks from the faculty who make purchasing decisions on behalf of students.

Soon after the state PIRGs released their second survey, in July 2005 the Government Accountability Office (GAO) issued a report supporting the state PIRGs' research and

finding that textbook prices have risen at twice the rate of annual inflation over the last two decades. In addition, GAO found that the cost of textbooks and supplies as a percentage of tuition and fees is 26 percent for a full-time student attending a four-year public institution and 72 percent for a full-time student attending a two-year public institution.³

The state PIRGs' research and the GAO report sparked widespread media coverage and prompted faculty at universities across the country to act to lower textbook prices. For example:

- 700 math and physics professors from more than 150 universities called on Thomson Learning, one of the nation's largest college textbook publishers, to stop issuing unnecessary new editions of its introductory math and physics textbooks.⁴
- A committee of faculty, students, and staff at Portland Community College in Oregon wrote a set of guidelines to create a standardized textbook ordering form, limit publisher gifts to professors, and encourage faculty to advocate for lower textbook prices.⁵
- A number of faculty members have negotiated lower textbook prices on their own. For example, professors at the University of California at Los Angeles (UCLA) and Portland State University (PSU) in Oregon convinced publishers to reduce the cost of the textbooks they use by as much as 20 percent.

- A group of faculty at the University of Maryland organized their peers to submit their textbook orders earlier than normal, giving the bookstore more time to find more used books.

Similarly, more than ten states have adopted or are considering legislation to lower textbook prices, including Arkansas,

California, Connecticut, Kentucky, Massachusetts, Virginia, and Washington.

While encouraging, these developments are not enough to make a dent in most students' textbook bills. The major publishers need to act to reduce the price of college textbooks and offer low-cost options for the majority of their titles.

—REPORT FINDINGS—

In response to growing student concern about the high price of college textbooks, the major publishers have taken initial (but still inadequate) steps to develop lower-cost textbooks. At the same time, alternative and online publishers have emerged on the market, offering free or lower-cost versions of some textbooks to students and professors.

In order to provide a snapshot of the lower-cost textbook market, we examined the lower-cost options offered by the major publishers in their online catalogues and identified several alternative publishers offering textbooks for a lower price or for free. We found the following:

Major publishers have not created lower-cost versions of the majority of their textbooks and do not always properly advertise the lower-cost options that do exist.

Major Publishers Offer Few Lower-Cost Textbooks

We reviewed the online catalogues of each of the major publishers and looked for 22 frequently-assigned textbooks with an average cost of \$131.44. Of these 22 textbooks, half (11) had a comparable lower-cost book, averaging \$65.32 in price. Only two of the lower-cost books (18%) were available in a low frills paper version; eight of the lower cost books (73%) were available only in an online format.^a

The majority of lower-cost options offered by the major publishers are online textbooks.

^a One of the books was available in both a low frills paper version and online.

Unfortunately, the publishers often limit how the students can view or print these online textbooks, sometimes prohibiting them from printing the text at all. This poses a problem for students without easy access to the Internet or who have trouble concentrating while reading a document on a screen.

“Custom” Books: A Growing Trend in the Textbook Industry

Custom publishing is a growing trend in the textbooks industry. We did not consider “custom books” in this report because they alone may not be an adequate alternative to traditional textbooks and because they could harm the best source of lower-cost books for students—the used book market.

With custom publishing, faculty can create their own personalized textbooks using a variety of content from different sources. Custom books also may be printed and bound in a variety of formats. Custom books can be less expensive than traditional textbooks if the books are either smaller or published in a low-frills format.

Custom books pose two potential problems, however. First, custom books can become so specialized to one particular faculty member that another professor who teaches the same course might not use the same book, limiting the used book market. Second, faculty members must spend additional time to create a custom book, which might be a deterrent to faculty members who are simply looking for a lower cost version of a traditional textbook.

In addition to offering custom publishing options, publishers should provide a lower-cost printed alternative to every traditional textbook in their catalogues.

Major Publishers Do Not Always Make it Easy to Find Lower-Cost Options

In addition to offering few lower-cost options, major publishers at times make it difficult for students and faculty to learn about them. Two-thirds of the lower-cost books found in our survey were housed on a website separate from the primary online catalogue.

Some publishers presented their options better than others. For example, Pearson Education and Houghton Mifflin's websites display all of the options in one place, including any lower-cost paper and online options.⁶ Pearson Education did not respond to our request to see the marketing materials that their sales representatives present to faculty, so we do not know if their new website is reflective of the faculty ordering experience. Pearson's new website, however, could serve as a model for how to display different textbook options to faculty.

A growing number of alternative publishers and faculty are offering lower-cost and free textbooks.

The rising price of college textbooks has created a growing market for lower-cost and free textbooks. Several alternative and online publishers are now offering low-frills textbooks or online versions of textbooks. Unfortunately, these alternative publishers and online distributors only offer a limited set of titles and therefore have captured only a fraction of the textbook market. They do, however, demonstrate the potential to provide students and professors with lower-cost alternatives to expensive textbooks and introduce much-needed competition into the textbook market.

In our survey, we found three small publishers that offer textbooks at a lower cost than major publishers; we also found a large

number of websites offering free textbooks online. The Internet in particular is changing the way educational materials are distributed. Some websites provide lists of free textbooks and links, and other websites host one specific textbook. Most of the textbooks are free because the author simply decided to make the content available online.

Educational Content of Lower-Cost Options

For each of the alternative sites and/or textbooks we identified, we spoke with at least two faculty members who had used them in a classroom setting. Overall, faculty members using textbooks obtained from alternative publishers and online are happy with the books' educational content. In the pages that follow, we provide testimonials from professors who have used the alternative textbooks listed to teach a college level course at a respected institution.

Room for Improvement

In addition to expressing their general satisfaction with the content of alternative textbooks, the professors we surveyed expressed some concerns about the lower-cost textbook options. For example:

- Some of the alternative textbooks were – as with the major publishers – online only. As noted above, some faculty are worried that students do not read information from a screen as carefully as they would if it was on paper. They also expressed concern that not all students have easy access to the Internet, making it less convenient for them to study from online textbooks.
- Some faculty noted that the lower-cost or free online textbooks do not come with supporting materials, such as test banks, that normally accompany books from major

publishers and make teaching the text easier for professors.

- A few faculty members mentioned that online books do not have the same level of editing as textbooks from the major publishers and sometimes contain typos and other errors.

In the following pages, we provide several examples of alternative publishers and websites that offer free textbooks. This list is not intended to be comprehensive, just representative of the growing number of services for students and professors searching for lower-cost textbooks.

Examples of Alternative Publishers and Websites Offering Free Online Textbooks

- FREE TEXTBOOKS -

Most of the free textbooks we surveyed were found on Textbook Revolution (www.textbookrevolution.org), a non-profit website that links to free textbooks and also serves as the sole host for some online textbooks. According to founder Jason Turgeon, “it is a student-run, volunteer-operated website started in response to the textbook industry’s constant drive to maximize profits instead of educational value.” Below are a couple of the textbooks we surveyed from Textbook Revolution.

Light and Matter (www.LightandMatter.com), Benjamin Crowell. A series of six introductory physics textbooks.

“There are several interesting story lines; the discussion of energy, which is a real mess in many introductory texts, is well done; the low cost was a plus too.”

- Prof. Martin Gelfand, University of Colorado at Denver

“I switched to lower costs and better target the topics. I liked Crowell’s content and explanations. It is easy to get and [the print version is] a little cheaper. [Students] maybe saved 40 to 50 dollars overall.”

- Prof. Tom Leavitt, Malaspina University-College

A First Course in Linear Algebra (<http://linear.ups.edu>), Rob Beezer, University of Puget Sound Math Department. Linear algebra textbook tested in classes taught by colleagues of the author.

“The book has freedom. It will never go “out of print” nor will there ever be trivial updates designed only to frustrate the used book market. Those considering teaching a course with this book can examine it thoroughly in advance. Adding new exercises or new sections has been purposely made very easy, and the hope is that others will contribute these modifications back for incorporation into the book, for the benefit of all.”

- Prof. Rob Beezer, textbook author

“The extensively hyperlinked PDF file is also a huge bonus: the ability to see the cited theorem, definition, etc. by a single click is wonderfully informative. The students were very happy with this text. I will be using it again next semester.”

-Prof. Bryan Smith, University of Puget Sound

“I hope faculty do not shy away from considering *A First Course in Linear Algebra* because of its alternative distribution mechanism. This is a fully featured text that could likely have been published in the traditional way. The low/no cost for students is a significant advantage that should not be overlooked.”

-Prof. Martin Jackson, Chair of University of Puget Sound Math Department

- SAFARI U -

Safari U (www.safariu.com) is a publishing service that is slightly different than the other smaller publishers. It allows professors to customize online and/or print books by choosing from 2,800 books and 5,000 articles on computer programming and information technology. The online syllabi contain links to the full text of all of the reading material, allowing students access to the entire book, even if the professor only requires reading from certain chapters. Print versions are \$0.16 cents per page, plus bookstore mark-up. Online versions are \$14.95 dollars for five book slots and \$19.95 dollars for ten book slots.

“O’Reilly owns a tremendous quantity of well-written, valuable information. The fact that they’re willing to disaggregate it, allowing a professor to go and re-aggregate the content in a way that is meaningful to students, to a particular audience, to a particular course--that’s revolutionary.”

-Prof. Kent Sandoe, Chico State College of Business

“My primary motivation for using [Safari U] is that I often cannot find a single book that covers the material I want to cover, and I don’t want to require multiple textbooks. Also, I’m sensitive to the cost to the students...Even the worst thing I could put together with Safari U is head and shoulders above anything I’ve done previously.”

-Prof. James Anderson, Western Oregon University

- DOVER PUBLICATIONS -

Dover Publications (www.doverpublications.com) specializes in providing books that are no longer printed by the original publisher. The books are often older editions of textbooks still in use with similar educational content.

“Dover is reprinting the same books that were published by McGraw Hill, so you know the educational value is the same. Their selection is extraordinary. Students are not going to take the prices of textbooks going up and up. How much higher can they go? Something has got to give.”

*-Prof. Peter Kahn, Former Chair of Physics Department, CUNY
Stony Brook*

- FREELoad PRESS -

Freeload Press (www.freeloadpress.com) makes textbooks available both online for free and in a low-cost paperback format. Freeload also offers the same types of ancillaries as the major publishers. The books are free to download off the Internet. Faculty also may request bound copies of a book at a relatively inexpensive price (ranging from \$25-\$35). Freeload is able to keep the price of its books low by selling commercial advertising space in the textbooks. This presents a potential problem with content integrity, should an important advertiser not approve of the content of a book. At the time this report was being researched, Freeload had not adopted any guidelines to navigate these potential issues. Below are a couple of the textbooks offered by Freeload Press.

Fundamentals of Financial Managing, Frank Werner and James Stoner. An undergraduate level text covering finances and management.

“The students love it, and I think it also puts me ahead of the curve as far as employing technology in the classroom and using it to benefit the students. It makes sense for the students from an educational and economic standpoint.”

-Prof. Jim Teague, St. Vincent College

“I thought the price was too high for students and wanted a good quality alternative. I chose the text for the quality, direct writing style, practical orientation and price for students.”

-Prof. Mark Sipper, La Roche College

Financial Accounting, Roger Hermanson

“The text is well written and well organized. The supporting materials are extensive and detailed. The students were appreciative of the innovative approach to providing text materials. I will use the text as long as it is available.”

-Prof. Cindy Eakin, University of the Pacific

“*Financial Accounting* is as good and complete as any other accounting textbook on the market.”

-Prof. Donald Radman, Brenau University

- OPENCOURSEWARE -

The OpenCourseWare movement started at MIT in 1999 (<http://ocw.mit.edu/index.html>) as a response to new technology and increased use of distance learning. OpenCourseWare makes all of the syllabi and lecture notes for classes available online for students and the public. In some cases, everything a student needs for a class—including the full text of all of the readings—are linked from the OpenCourseWare website. In addition to MIT’s program, Tufts (<http://ocw.tufts.edu/>), Johns Hopkins School of Public Health (<http://ocw.jhsph.edu/>), and Utah State University (http://ocw.usu.edu/Index/ECIndex_view) participate in the OpenCourseWare system.

- CONNEXIONS -

Connexions (www.cnx.org) is an online repository of free educational content that uses a Creative Commons license (see www.creativecommons.org). Founder Richard Baraniuk says the goal of the website is to “offer all of the world’s knowledge for free.” Anyone can make submissions. The content is organized into small sections of information called modules. These modules can be aggregated to create an entire course. Professors can make their books available by individual chapters, which can then be combined into a complete textbook. Professors and students also can use related modules to broaden topics or provide more information on a particular area of interest.

Similar to other open source websites like Wikipedia, Connexions has no process for determining the validity of content. Connexions does host some educational content that is peer reviewed, including Rice University Press.

- RICE UNIVERSITY PRESS -

Rice University Press was recently re-launched as a publishing house that distributes material exclusively through the Internet.⁷ Founder Charles Henry was frustrated at the decrease in scholarly publishing and saw the Internet as a way to give more professors an opportunity to publish their writing and increase college students' access to the material. He says the current publishing model is undermining certain fields such as archeology and art history because the cost of producing textbooks is becoming prohibitively expensive. Not only is it difficult for authors to make any money from their work, but students cannot afford the textbooks.

Rice University Press will operate just as a traditional press, up to a point. Manuscripts will be solicited, reviewed, edited and resubmitted for final approval by an editorial board of prominent scholars. Instead of then binding the books, Rice University Press will use the open-source e-publishing platform Connexions for automatic formatting, indexing and population with high-resolution images, audio and video and Web links.

Users will be able to view the content online for free or purchase a copy of the book for download through the Rice University Press website. Users also will be able to order printed books on demand in formats ranging from low-frills to full-color hardbacks on high-gloss paper.

- OTHER WEBSITES OFFERING FREE OR LOWER-COST TEXTBOOKS -

The Assayer (www.theassayer.org): Links to full text versions of more than 1,000 titles in various subject areas.

Online Library of Liberty (<http://oll.libertyfund.org/>): Contains full text of many books in economics, history, politics, music, art, and other subject areas.

Free Books 4 Doctors (www.freebooks4doctors.com): Includes links to the full text of more than 650 medical books.

Student Book World (www.studentbookworld.com): Includes hundreds of textbooks in various subject areas.

Tech Books for Free (www.techbooksforfree.com): Includes full textbooks in computer and technology subject areas.

Textbook Solutions (www.textbooksolutions.co.uk or www.etextbookshop.com): Lower-cost textbooks available for download in a variety of subject areas.

RECOMMENDATIONS

The publishing industry takes advantage of the unique nature of the textbook market to engage in practices that would be intolerable in a truly free market. Therefore, the burden of reducing textbook prices remains primarily on the textbook industry. We offer the following recommendations.

TEXTBOOKS SHOULD BE PRICED AND SOLD AT A REASONABLE COST TO STUDENTS.

- Publishers should provide students with lower-cost alternatives to traditional textbooks.

When publishers sell their textbooks bundled with other items, they also should sell the same textbooks separately. Publishers also should do more to offer a complete and printable low-cost version of every major textbook title. Publishers should make this option available without requiring a customization process.

Publishers should offer online options in addition to printed lower cost books, not as the only lower cost alternative available. And, to the extent publishers offer online books, they should be sure to pass on cost-savings from online textbooks to students, while ensuring ongoing access to knowledge and privacy protection.

In addition to passing on these savings to students, publishers should ensure that students who permanently purchase or subscribe on a semester or annual basis to digital textbooks have adequate fair use rights, including the ability to access pages and other information multiple times and from multiple computers, the right to back up the

information in the event of technical malfunctions, the right to print sections, and the ability to easily incorporate updates. Digital textbook user agreements and contracts should protect the privacy and/or anonymity of users and should not be subject to unfair terms.

- Universities and policy-makers should offer incentives for faculty members to create and promote Creative Commons-licensed and open source textbooks.

These kinds of textbooks have vast potential to reduce textbook costs while maintaining comparable educational value. Policy-makers and universities could set up cooperatively funded buying pools to encourage faculty teams to develop and promote such textbooks.⁸

- Faculty should be made aware of how their textbook choices will financially affect students.

Lawmakers and universities should follow the State of Connecticut's lead in requiring publishers to disclose all of the different products they sell and list how much each of those products costs. This information should be made available to faculty, departments and the general public up front, before the purchase is made.

For their part, students, faculty, administrators and policy makers can implement a number of strategies to help facilitate this trend without compromising the freedom of faculty to choose the most appropriate textbooks, including adopting campus and system-wide purchasing guidelines.

PUBLISHERS, UNIVERSITIES, AND FACULTY SHOULD ENCOURAGE A VIBRANT USED BOOK MARKET.

Publishers should keep each textbook edition on the market as long as possible without sacrificing educational content. Publishers should give preference to paper or online supplements to current editions over producing entirely new editions. In addition, publishers should disclose the length of time they intend to produce the current edition so that professors know how long they can use the same book. Publishers also should disclose how the newest edition is different from the previous edition. This information should be made available inside the books and posted where textbooks are sold.

Faculty should give preference to textbooks that will thrive in the used book market the longest when the educational content is equal.

Faculty should especially take this into account when choosing a customized book.

For their part, colleges and universities should provide many forums for students to purchase or rent used books. They should consider implementing rental programs similar to those at several universities in Wisconsin and Illinois. Students rent books similar to the way they are shared in K-12, but the students pay a fee that covers the cost of the books.

Similarly, colleges and universities should encourage students to use online book-swaps so that students can buy and sell used books and set their own prices. Student PIRG chapters on many college campuses have set up a non-profit, student-run, online book-swap, www.campusbookswap.com.

METHODOLOGY

Major Publishers: Availability of Lower-Cost Versions of Popular Textbooks

In the fall of 2004, students and staff at State PIRG campus chapters across the country conducted a survey of the most popular textbooks at 59 colleges and universities in the United States. At each school, they determined the five most widely purchased textbooks on that campus and the price students paid for each. For this report, we used this survey data to identify the most popular introductory titles offered by the top four publishers (Thomson Learning, Pearson Education, Houghton-Mifflin, and McGraw Hill) in each of six major subject areas (Calculus, Biology, Psychology, Chemistry, Accounting, and Algebra). We looked at 22 titles for this study.

Professors often purchase textbooks for their classes from catalogs distributed by the publishers' sales representatives. We requested copies of these materials from the publishers, but we received no response. Therefore, we reviewed the online catalogues of the four major textbook publishers to determine the availability of lower-cost textbooks. We assumed that the publishers' online catalogues give an accurate representation of the lower-cost options and prices that are available.

We wrote to all of the publishers to verify the information we found. We heard back from Pearson and Houghton Mifflin. Both publishers provided information about their lower-cost options and informed us of some additional options that we were not initially able to locate on their websites.

Alternative Publishers and Free Online Textbooks

We conducted a thorough Internet review of alternative publishers and websites offering free online textbooks. This survey, however, is not intended to be comprehensive and serves only as a snapshot of the resources available. For lower-cost or free online textbooks highlighted in this report, we spoke with at least two faculty members who are using or have used the alternative textbooks in a classroom setting.⁹ We identified professors to interview by contacting the alternative publisher, website, or author providing the textbooks. We did not attempt to complete a broad survey of professors using these alternative textbooks, only to demonstrate that professors at respected institutions currently use these textbooks and find them satisfactory.

END NOTES

¹ The State PIRGs, *Ripoff 101*, January 2004, available at www.maketextbooksaffordable.com.

² The State PIRGs, *Ripoff 101*, January 2004 and *Ripoff 101: 2nd Edition*, February 2005, available at www.maketextbooksaffordable.com.

³ Government Accountability Office, *College Textbooks: Enhanced Offerings Appear to Drive Recent Price Increases*, GAO-05-806, July 2005.

⁴ Letters to Ronald Schlosser, CEO, Thomson Learning, April 6, 2004, accessed August 7, 2006 at <http://www.maketextbooksaffordable.com/textbooks.asp?id2=14222>.

⁵ Available at <http://www.maketextbooksaffordable.com/newsroom.asp?id2=24715>.

⁶ Pearson Education's website is www.mypearsonstore.com. Houghton Mifflin's website is <http://college.hmco.com/instructors/catalog/index.html>.

⁷ Rice University, "Rice University Press reborn as nation's first fully digital academic press," press release, July 13, 2006.

⁸ See <http://www.cetis.ac.uk/content2/20050407015813> for one particular way to develop a viable Creative Commons-licensed textbook market.

⁹ We were only able to contact one professor who used books published by Dover Publications.