

postage-stamp green. I led off with a grand shot which ended up a couple of feet from the pin, a sure two for a birdie. Then the little jockey-type HM man stepped up and made a hole-in-one, one of three I have witnessed in forty years of golf. My two lost out to his one! Many years later I made a hole-in-one, playing at Waccabuc in Westchester County with Emmy, my wife.

Of course we did no hob-nobbing with our chief rival in the history adoption, although King had always been on good terms with their two men. But friendships with rival bookmen were put on ice during adoptions. At last the long week at Temple drew to a close and both Casner-Gabriel and its rival were on the list of Committee recommendations. The show packed up and moved ninety miles south to Austin for the showdown with the Board the next week.

But the Board required only three days and its members were, for the most part, incommunicado, while the final wheeling and dealing went on. King made the presentation to the Board and did a good job. We marshaled all our strength with Gent Sandiford as anchorman, but we lost. On the final day, the secretary of the Board appeared at the top of the steps outside the Board room in the lobby of the Hotel Driskill; he finally read off the seventh-grade history decision. The history adoption went to the rival we had feared all along. King and I quietly made our way back to our hotel room and within an hour or so we killed a fifth of whiskey between us. The liquor had absolutely no discernible effect on either one of us and later in the afternoon we checked out and drove the 250 miles to King's home outside of Dallas, where we licked our wounds. Back in New York, I mistakenly gave the story of the adoption to the education editor of *Time* magazine. It was a one-sided story, with some unfortunate implications about state adoption procedures and our competitors and it made some trouble for King. A year later King received a 100,000 copy adoption of our ninth-grade speech book and I always figured that it came in part to balance King's loss of the seventh-grade history adoption. But the *Time* story shook King's confidence in me a bit and I was never again invited to help in a big state adoption.

It was in this period of the middle thirties that our High School Department at last got a foothold in science. Earlier, our science offerings

had been limited to rather trivial books of questions and problems in physics and chemistry and other supplementary, not basic, textbooks. Herein lies an important distinction: a basic text, when adopted or ordered, usually means a copy per pupil, whereas a supplementary book is limited to orders for single copies for the library or, at most, to orders in class sets; that is, one set of thirty copies or so that is used for reference and often shifted from class to class. The big business lay in publishing basic texts.

Early in the thirties, Frank Moore, our silver-tongued Ohio representative, discovered that the biology teacher in Salem, Ohio was not satisfied with any available biology textbooks and was writing and mimeographing text materials for her own classes. He gained her promise to consider sending me a revised edition of her mimeographed text. She did send it to me in the New York office. I read it with growing interest, even excitement. For the lady could *write*. Her science was sound and she clearly was a great teacher. I was particularly impressed by her treatment of two of the toughest and touchiest topics in high school biology: sex and evolution. I wrote her and indicated we wanted to work with her in producing a basic text in biology.

The lady's name was Ella Thea Smith, middle-thirties in age, short-haired, and a former Quaker. She had lost her formal religion in her exciting encounter with biology and evolution at the University of Chicago, but she retained the noble Quaker moral characteristics of forthrightness, mild non-aggressiveness, and clearheadedness over an underlying layer of iron integrity. I had encountered this Quaker combination of character traits before—in J. Russell Smith, the great geography author—and had learned to respect it.

I felt at first that Ella Thea should have a collaborator, a college teacher or experienced biologist. She agreed, and I tried a couple of big names at Yale and Harvard, without success. Finally we fixed upon John W. Ritchie, successful science writer for the World Book Company, a man in his fifties and a good talker. He and Ella Thea worked together at his farm in New Jersey one summer. She came on with her devoted husband, Marion Cox (an experienced and able illustrator and photographer). The Smith-Ritchie collaboration produced a good bit of *ms.* However, the collaboration fell apart and the basic difference between them was submitted to me. It was not an easy decision. Both

wrote well, with an edge to Ella Thea. She wanted to present vertebrate and especially mammalian reproduction and evolution with no holds barred, while Ritchie, with his experience at World, was wanting to compromise, to play it safe. Finally, I decided to back Ella Thea and her concern not only for the integrity of biological science but also for her determination to tell the truth to the students. Furthermore, she was the active, practicing teacher—and a good writer—whereas Dr. Ritchie was the retired writer, living mostly on his royalties.

So it was full speed ahead with Ella Thea. We both, I think, worked the harder because of the rift with Ritchie.

*Exploring Biology* by Ella Thea Smith incorporated several “firsts” in science textbooks. We modeled its organization, like Casner and Gabriel’s, on the unit-problem approach of Morrison. We took the nine biggest ideas in biology for units (verified as biggest by our outside advisors, a group of top college biologists), which were subdivided into problems, each of which became a step toward mastering the unit idea.

Even more revolutionary was the system of Technical Vocabulary Control which we worked out and used for the first time in any high school textbook.

Authors of biology textbooks—and other science textbooks for that matter—had felt free to incorporate into the MS whatever technical terms, and as many of them, as the subject seemed to demand. Sometimes the author would define the term and sometimes not. And so each textbook had in it a large and formidable science vocabulary, as strange and difficult to the high school student as the vocabulary of a foreign language. It happened at this period that I was carefully following the work of my associate Newbury Morse in his editing of Bovee’s *Un Aventure par la Lecture* and other French books. Newbury was paying great attention to the Van der Beke Word List in French. It was the consensus of Van der Beke, his fellow researchers in language teaching, and experienced French teachers, that 1200 words was about the right load, the maximum of new French vocabulary that high school students could be expected to master in the first year of French. Foreign language books of the thirties and subsequently were all influenced by Van der Beke and did a better job for it.

We now asked ourselves how heavy a load of science vocabulary

was *Exploring Biology* thrusting on tenth-grade high school students, these fifteen-year-olds. We spent several weeks on a careful count and analysis of the biology vocabulary in our MS and we found it used 1200 scientific terms, each of which needed defining just as much as one of the French words on Van der Beke’s word list did. In short, we were asking students to master a “foreign language” (the biological science words) and the whole subject matter of biology, with its concepts, its laboratory work, and all that! As a check we ran analyses of the two high school biology texts then leading the field and discovered that each presented a vocabulary burden upwards of 2,000 science terms.

Heroic measures were called for—and taken. Ella Thea and we in the office agreed to try to cut the load to 600 terms or fewer if it could be done without diluting the science content. Then, just as important and perhaps even more so, we could concentrate full attention on the 600 surviving technical terms and systematically help students to master them. Here are the working rules we evolved:

1. Do not retain a term unless it is used at least three times in the book.
2. Italicize a term the first time it is used, pronounce it, and define it right then and there.
3. List it under the heading “Science Vocabulary” as the first exercise or activity at the end of the chapter, for review and testing.
4. List it again in the Glossary at the back of the book with a page reference to its first appearance and quick access to the definition, in context.

Thus we hoped to give the students a firm hold on essential terms, the labels and handles to the essential ideas in the course. As it turned out, this vocabulary control went over big with the biology teachers and gave our salesmen a great talking point. They could not only point with pride to our reasonable vocabulary demands (600 terms) but undermine the competition by attacking the absurdity of their 2,000 terms. This was comparative selling at its best.

Finally, we decided to go all out in teaching evolution. We devoted a whole unit to evolution as Ella Thea and I, and our advisors, the college biologists, wanted. We did not hesitate to use the name “evolution” in a straightforward way. The custom in those biology texts which did not completely ignore the idea of evolution was to call it “develop-

ment" or some other synonym that the editors thought might be inoffensive and innocuous. Furthermore, we did not hesitate to present evolution, not as a mere "theory," but as one of the great foundations of biological science. In going so much further in presenting evolution than was the tradition in high school biology books of the thirties, we felt we were giving up all chance of state adoption business in the South and West and only a slim chance in Fundamentalist centers in the Middle West. But in compensation we hoped so to strengthen the appeal of *Exploring Biology* to true science-minded and forward-looking teachers that we would more than make up our losses in the open and less hidebound territories. It never hurts to get the best and most intelligent teachers on your side!

Soon after publication in 1938, *Exploring Biology* rewarded our decisions with good, substantial sales. We got the citywide adoption in Detroit, biggest city adoption in the country, and a little later it was listed and ordered in Atlanta, Georgia, much to our surprise and delight. The book's success was further dramatized when it upset the advance dope by winning state adoptions in Oregon and Kansas! Sometimes integrity does triumph over opportunism.

Another first: in the early forties *Exploring Biology* was the first to give the full and scientifically accurate account of race. It was based on the great pamphlet "The Races of Mankind" published during World War Two by the American Anthropological Association. Here again we probably gained more than we lost as the Negroes became better organized and acquired greater impact in the schools. But we were determined to present the best available science, let the chips fall where they may!

*Exploring Biology* went on through six revisions as one of the best-selling books in the field, usually second to Holt's text by Moon and Mann, which came on strong in the forties and fifties. In the sixties, sales of both *Exploring Biology* and Moon and Mann were substantially reduced with the publication of three biology texts sponsored by the Federal Government and the professional associations of college and high school biology teachers in the great educational revolutions of the sixties. Just before retirement, I played a decisive role in getting for Harcourt, Brace & World, the "yellow version," the best-selling of the

three government-sponsored books. But Ella Thea and *Exploring Biology* remained my true loves over the years.

Right on the heels of the success of *Exploring Biology* came another one, to help establish HB as a serious contender for the business in science in the secondary schools. In the late thirties there arrived in our editorial office, through Ranie Burkhead, our hard-working Pacific Coast stalwart, a promising, lively MS for the high school health course. It was written by Jessie Clemensen, a teacher in a Los Angeles high school. We read it with interest, which came to a boil, when my colleague, Emerson Brown, whose main work was editing social studies books, had the brilliant idea of expanding the material to cover safety, as well as health. This would require a collaborator for Mrs. Clemensen, who liked the idea when we broached it. She suggested we approach Dr. Ralph LaPorte, nationally-known head of physical training at the University of Southern California; he was highly regarded in health and safety education circles throughout the country. Dr. LaPorte was willing. Not always by any means did a "national reputation" guarantee good work, but he turned out to be good and he and Mrs. Clemensen made a good team.

After several years work we published *Your Health and Safety*. It became an immediate success, for most schools liked the inclusion of the safety chapters. Having both health and safety in one book was an economy and a convenience; it enabled many schools to meet the legal requirements of teaching safety, which existed in a number of states, but was considered an awkward nuisance by many administrators. Soon the competing health books had to add safety material. As usually happens, the innovator gets the credit and gains the most. The imitators and followers do in part protect their holdings and lose less than they otherwise would.

There was only one really tough decision in the course of editing *Your Health and Safety*: how to handle the touchy area of reproduction and sex. Schools varied in their attitudes. The progressive ones wanted a straightforward, scientifically sound treatment included as a regular part of the course. Such a treatment coincided with our own predilections. But in some school systems teachers and administrators were confronted by a school board regulation which forbade any teaching of sex. If such material were included, the book simply could not

be listed or ordered. Clearly we had to furnish the material in a form which permitted the individual school freedom of choice. The solution was to publish a separate booklet, *Life Goes On*, of 36 pages in the same format as the textbook itself, which could be adopted and/or ordered separately. In *Life Goes On* were two chapters, one on the biology of sexual reproduction and the other on "the facts of life," both coolly, straightforwardly, and honestly presented. Sales of the booklet, over the years ran to about one-eighth of the sales of the basic textbook *Your Health and Safety*.

In the middle thirties enrichment of our editorial resources came from overseas—Vienna, to be exact. Into the office one day came a handsome young man, with just a touch of accent, named Rudolph Modley, and he represented a small organization he had just founded: *Pictorial Statistics*. He was the star understudy of Otto Neurath, the great Viennese chartmaker and statistician, and he had come to America to introduce Neurath's vivid ways of presenting statistical information. I was quick to find places in our textbooks to use Modley's know-how and talents and HB was the first textbook house to have his pictorial statistics. Our business relationship became a friendship; I got to know his equally talented wife Helen Post, and we worked together for many years—until Rudolph got a bit too expensive for us.

The big news in the College Department in these years of the middle thirties was the hiring of John H. McCallum (no relation to James Dow McCallum of *College Omnibus* fame). John had graduated from Harvard at the depth of the Depression and had taught at a private school on Long Island for several years. He came in to see me in 1937, seeking an editorial post, through our mutual friend Lindsay Todd Damon, Scott Foresman's great old editor. It did not take long for me to sense the quality of John McCallum and to offer him a job. He added great strength to our College Editorial Department. He fell at once in with the idea of doing some selling—and turned out to be a top salesman as well as a top editor. He was so hard-working and ambitious that he was seen on some of his road trips to run, not walk, from appointment to appointment across the college campuses.

John McCallum was of great editorial help, especially in English and history. We were trying hard to strengthen our history list in

those years. Its backbone since 1923 had been *A History of Europe*, by Ferdinand Schevill of the University of Chicago, who had written its first edition in 1899. AH had taken the book over from Scribner, when Charles Scribner had expressed discomfort that Schevill espoused the then unpopular view that the guilt for World War One was not exclusively German. HB did well with it, revising to keep it up to date about every five years. On the average, its sales were second only to Hayes (Macmillan). One always knew when Ferdinand Schevill was in for a conference, for his great voice and hearty laughter would boom through the whole office. We called him "The Chief," as he was the founder and first head of the History of Civilization course at the University of Chicago, where my friend and old college roommate, Norman Maclean, was on his staff.

To know The Chief was to know integrity. His book had not only integrity but also the balance, shape, and design of a work of art. The final pinch came in 1946 when The Chief, approaching eighty, made his last revision. I tried to get him to take on a younger man as a collaborator who would then carry on further revisions. No, said The Chief. World War Two had ended Europe as Schevill conceived it and he felt his book should come to an end, too. Modern Europe had emerged about 1500 A.D., developed over four and a half centuries as a group of clashing nation-states, which had spread European civilization and their various dominant empires across the world. After 1945 Europe was overshadowed by the two new super-powers, Soviet Russia and the USA, and Schevill knew they forced a new design on European history. His wisdom prevailed. Schevill's *A History of Europe* is still in print and still used in some colleges, but its story ends with the end of Europe in 1945. The Chief was a great one.

The history list grew as we struggled manfully. One of the high spots was the vast two-volumed *History of Western Civilization* by Harry Elmer Barnes, a controversial scholar from Smith College. A remarkable man, with a touch of screwball. At one time he had a farm in upper New York State—with four Rolls Royce automobiles on it. He had the longest bibliographies ever turned in at HB, but there was nothing phony or padded about them. He had read all those books, for he was one of those high-powered readers who could let his eye run down the middle of the page and yet understand and retain what the