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## Textbooks Continued from Page 1

portunity to work jointly with him and learn a lot in the process," Hildreth said. He estimated that the book is currently being used at about 20 universities.

Geology professor Alexander McBirney wrote "Volcanology" because he didn't believe there was an adequate text on the subject.

"The other incentive was that it that it required me to go back and review that field entirely," McBirney said. "After writing the book, my background for my own teaching was vastly better."

Physics professor Amit Goswami got the idea for his book "The Cosmic Dancers," which he co-authored with his wife Maggie, while teaching a class called "Physics of Science Fiction" back in the 1970s.

Goswami said the book was written for "the non-scientist — for science fiction readers who would like to become more familiar with physics so they could enjoy science fiction more."

Goswami said that the popularity of such courses has waned in recent years.

"This was a 70s phenomenon," he said. "We, as a nation, have become more conservative after eight years of Reagan. Now we have gone back to hard-line physics again."

Douglas Carnine, associate professor of teacher education, has written several textbooks. He co-authored "Direct Instruction Reading" with Jerry Silbert of the Whiteaker School because he felt that textbooks

in the field didn't provide enough professional preparation for education students.

"There's not a lot of detail about exactly how to teach reading," he said. "A person is pretty much left to acquire that information when they do their student teaching."

Another incentive for faculty members to write textbooks is the prospect of getting tenure or promotion. According to associate professor Michael Hibbard, chairman of the Promotion and Tenure Committee, writing a textbook that doesn't offer new insight into a subject will not be helpful in this regard "because it really doesn't advance knowledge, it just sort of compiles what already is known about the topic."

"But if your textbook does break new ground in some way, then it would be thought of as a contribution to scholarship, and in that sense, it would be helpful in getting tenure or getting a promotion," he said.

Financial gain does not seem to be a prime motivator for writing textbooks — at least here on campus.

"The money is definitely not worth it," Carnine said. "Some people who write books that sell well make a great deal of money, but for the most part, the remuneration is, on an hourly basis, way less than what you get paid for being a professor."

Goswami made a similar observation about a textbook he wrote called "Concepts of Physics."

"I once calculated how much

money I made for writing that textbook," he said. "I made a penny an hour because I got only \$2,500 from it and it took two years of intense labor."

McBirney also has calculated his hourly wage as a textbook writer.

"I figured out a while ago that if the thing (his book, "Volcanology") continues to pay royalties at the rate it's going, I will receive something like 35 cents an hour for the work that I have put into it," he said.

But first-time textbook writer Bivins seems to be enjoying more financial success with "Handbook for Public Relations Writing."

"It's only been on the market since January, but apparently it's selling very well," he said. "I really didn't write it thinking in terms of making money, but now that it's actually published, I am making money on it. I feel that I'm doing quite well with it, actually."

Financially successful textbook writing often depends on the size of the classes in the field for which the book is written.

"In most cases, textbook production is not really lucrative unless you produce a textbook that has incredibly large enrollments," McDonald said, noting that psychology textbooks generally have good sales because of the large number of students in each class.

"But if you're looking at selling 10 here, 15 there, it's not particularly lucrative," he said.

Another factor affecting sales is the degree of non-student use.

"The book that Tom Bivins has done on public relations is actually being picked up more in the business than it is in schools," McDonald said. "That's quite a compliment."

Many University authors are motivated by their love of writing and the increased recognition that producing a textbook brings them.

Goswami said writing is "a labor of delight, a labor of service — somewhat selfless. It's a great reward to yourself, and, of course, sharing and communication is the principle reason that we are here. So that's why you write the book," he said.

McDonald recounted a gratifying experience he recently

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