ISTS Newsletter, February, 2007

Iowa Academy of Science

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Contents of the ISTS E-Newsletter that Follows:

- Notes from Your President, Gale Vermeulen
- A Message From Your President-Elect, Traci Maxted
- News
- Announcements
- Your ISTS Leadership Team

From Your President:

Iowa Teacher Shortages
Feb. 19, 2007

Today I had the privilege of being one of four classroom teachers who was invited to be a participant in the Task Force on Iowa’s Teacher Shortages. Science is one of the teacher areas with major shortages. Participants included legislators, representatives from the Governor’s office, members of the Board of Educational Examiners, Judy Jeffrey and other Dept. of Ed. reps, representatives from colleges and universities, AEA reps, Iowa College Student Aid Commission reps, Iowa Student Loan Liquidity Corp. reps, the IPERS CEO, and an ISEA representative, among others. We were initially sent a considerable amount of information and data regarding Iowa teacher shortages today.
Today we were divided into 8 groups of about 8 individuals each and asked to brainstorm to answer the following questions:

1. What are the implications of the data and information?
2. Using your experiences and expertise, and the information you received this morning, hypothesize about the causes of the shortages.
3. Considering the causes you’ve outlined, what are some potential strategies for addressing the shortages?

Each of the eight groups, in turn, presented their suggested strategies to the rest of the participants.

Generally, here are the results of our brainstorming suggestions, many of which were echoed over and over again: (Remember we were targeting teacher shortage areas.)

1. Financial concerns
   a. Continue funding for the forgivable loan program (up to $9,000 total) for graduating teachers who teach 5 years in Iowa, available to students who are college sophomores, juniors, and seniors ($3000 available per year) We need to write our legislators about continued funding for this program, especially the Federal component.
   b. Develop relationships with businesses to sponsor teachers/departments with funding
   c. Continued funding of the Market Factor Pay to compensate those teachers in shortage areas. (new hires as well as current teachers in shortage areas)
   d. Continued funding of National Board for Professional Teaching Standards yearly awards for certified teachers.
   e. Financial incentives to educators who recruit their students to become teachers.
   f. Raise base pay to $30,000-$35,000.
   g. Make it easier for current teachers to be licensed in shortage areas by colleges offering courses (for example math and physics) at times that are accessible to current teachers. These courses could be paid for through grants or by businesses.
   h. compensate those teachers who do extra duties and have extra students, such as those teaching over the ICN
   i. Incentives to professionals to pursue a second career as a teacher
   j. Consider working with companies who are laying off, retrain their employees as teachers
   k. Develop business partnerships to promote teaching and augment salaries
2. IPERS changes
   a. Allow teachers to make more than $30,000 after retiring
   b. Eliminate the 4 month waiting period after retirement before a teacher can substitute
   c. Encourage (good) teachers to work beyond the rule of 88, and receive extra financial incentives
   d. Allow educators to retire and stay in Iowa as a teacher, rather than moving to another state to draw their IPERS while teaching.

3. Promote the teaching profession positively and as one worthy of respect
   a. Positive media ads marketing teaching careers
   b. Bring back Future Teachers of America, and target students younger than high school age
   c. Develop teaching academies at the high school level
   d. Develop “Friends of Public Education” (Business liaisons to promote education)
   e. Tap career changers

4. Environment (working conditions/support system)
   a. Continued mentoring for each new teacher to keep them teaching
   b. Reduce new teachers’ loads, to avoid burnout
   c. Develop teacher leaders, allowing teachers to advance without leaving the classroom
   d. Reduce non-teaching duties currently done by teachers
   e. Investigate the idea of joint employees (school part time and business part time)
   f. Perks for teachers (% off at certain businesses, lower mortgage interest rates, etc.)

These are only suggestions and they are based on the paper and pencil notes I took today. Individuals were designated to more accurately record all discussions. It will now be up to the Department of Education to investigate the feasibility of these ideas.

So, right now what can we as educators do to address shortages and reverse the negative trends? Since most individuals reading this are teachers, each of us should encourage our best students to pursue a science teaching career. Even if you’re not a teacher, I’m sure you come in contact with young people. Please emphasize the personal rewards they will reap and encourage them to pursue the teaching profession, especially in shortage areas, such as science.

Gale Vermeulen
2006-2007 ISTS President
• And now, from the President-Elect......

I'm sitting here watching the snow come down and once again the temperature is not expected to see double digits. Winter can be very isolating. It takes a bit of effort to stay in contact with other people when the weather is nasty. It is however a very important activity any time of the year.

Networking is a key component of teaching. You are in touch with parents, administrators, PTA folks, your department, speakers and a host of others. You need to add other science teachers and scientists to that list. Take advantage of any and all resources you can - networking is one way to do just that.

As a newer teacher, it gives you the chance to tap into ideas and methods that are “new to you”. It gives you a host of mentors on a multitude of subjects. As a more experienced teacher or researcher, you can use the enthusiasm of the younger crowd to update. You just may enjoy the mentor role as well! You may even learn how another teacher has added an interesting twist to one of your favorite labs.

By being members of ISTS, you have the opportunity to expand your networking. Instead of reading one more lab report, give yourself a break. Go online to the IAS and ISTS websites: http://www.iacad.org/ Even if you are reading this online, take some time to login and explore the site. It’s all there: The Iowa Science Teachers Journal, history facts, science links and research, and an opportunity to meet other teachers, get involved and be a part of the network.

See you there.

Traci Maxted, ISTS President-elect

NEWS:

• ISTS Elections in March/April

Ballots for the 2007 ISTS elections will be included in the spring edition of the Iowa Academy of Science Bulletin along with the ballots for IAS President and Board Members. All current members of the Iowa Science Teachers Section will be eligible to vote for ISTS President-Elect, ISTS Treasurer and all IAS positions. Ballots may be returned by mail or filed electronically.

Nominations for all open positions are still being accepted. If you would like to run or nominate a fellow ISTS member for ISTS President Elect or Treasurer, please
contact Traci Maxted at tmaxted@cr.k12.ia.us. If you would like to run or nominate a fellow Academy member for the Iowa Academy of Science Board of Directors, please contact Erica Larson at elarson@aea10.k12.ia.us. It is through the actions of our dedicated volunteers that the work of the Academy is accomplished.

Announcements:

• **GLOBE at Night!!**

Mark your calendars! It is time for the Second Annual Star-Hunting Party: GLOBE at Night!

Join thousands of other students, families and citizen-scientists around the globe hunting for stars during March 8–21, 2007. Take part in this international event to observe the nighttime sky and learn more about light pollution around the world. Participation is open to anyone who lives or works in one of the 109 GLOBE countries and can get outside and look skyward! No previous GLOBE experience is necessary.

The GLOBE at Night Web site (www.globe.gov/globeatnight) provides all the information needed to participate, including instruction guides for teachers, students, and parents. There is no cost to participate in GLOBE at Night. It makes a great family science project.

The quality of the night sky for stellar observations is impacted by several factors including human activities. By locating a specific constellation in the sky, students from around the world will learn how the lights in their community contribute to light pollution. Students will explore the different light sources in their community learning the relationship between science, technology and society, and they will report their observations online through a central database allowing for authentic worldwide research and analysis. This year, we have included the reporting of cloudy skies as well as the limiting magnitudes of visible stars to enable all eager sky watchers the opportunity to report what they see. The observations made during GLOBE at Night will help students and scientists together assess how the quality of the night sky varies around the world.

Please share information about GLOBE at Night with anyone who might be interested. During the 2006 event more than 18,000 people from 96 countries on all continents (except Antarctica) reported more than 4,500 nighttime
observations! Help us exceed these numbers in 2007!

Sincerely,
Marcy Seavey (IAS) and The GLOBE at Night Team

• **Centers for Disease Control & Prevention’s Science Ambassador Program**

Please help us tell science teachers in your state about the **Centers for Disease Control and Prevention’s (CDC) Science Ambassador Program**. **Deadline: March 1, 2007.**

The Science Ambassador Program is a professional development program, in which selected middle and high school science teachers work with CDC scientists to develop science lesson plans on public health topics that meet National Science Education Standards. Selected teachers come to CDC for an intensive workshop led by CDC scientists (Workshop I: **June 4-8, 2007** OR Workshop II: **July 23-27**). Past workshops featured a variety of sessions on public health topics, including presentations on folic acid and birth defects, epidemiology, surveillance, Alzheimer’s disease, and genetics. Teachers will work with one another and with CDC to create two exemplary lesson plans based on topics presented at the workshop. Once these lesson plans have been reviewed and published on the CDC and other educational Web sites, teachers will implement and evaluate them in the classroom.

We feel this is a great opportunity for science teachers to work closely with CDC scientists to bring new and innovative science materials back to science classroom’s in your state. An application is available at the website and is due to CDC by **March 1, 2007**. If you have any questions, please feel free to
contact the Science Ambassador Program at 404-498-4080 or scienceambassador@cdc.gov or you can visit our Web site at http://www.cdc.gov/ncbddd/folicacid/ambassador_pgm/teachinfo.htm

Sincerely,

Alice S. Boone
Office of Workforce and Career Development
Centers for Disease Control and Prevention
1600 Clifton Road, NE, MS E-96
Atlanta, GA 30333

Go!

Go! is a free online magazine that may be of interest to Iowa's science teachers and their students. Go! explores the world of transportation and the careers in that industry: www.go-explore-trans.org. Iowa State University's Center for Transportation Research and Education is publishing it.

In Go! teens can read how a high-tech snowplow simulator helps a 14-year-old driver experience life behind the wheel. And how fighting snow and ice can take a toll on the environment. And what it's like to fly in winter. Or try to guess the "Mystery photo" and maybe win a Go! t-shirt. It's all in the first issue of Go!, which went online in January.

Iowa high school students are encouraged to submit a personal essay about transportation for our "Teen POV" department. We'd like to publish one essay per issue. The student author will earn $50. The deadline for submission for the May-June issue is April 15. Length is up to 500 words. Essays may be submitted to me by email as a Word attachment or in the body of the email.

Thank you,

Michele Regenold
• Earth Science Teachers:

Your students are invited to participate in our Free Fifth Annual Weather Forecasting and Earth Science Contest sponsored by Weducation, Inc. Students will get a chance to compete against other teams from schools across the USA. They will have a chance to win hundreds of dollars in cash and prizes including those from Learning Resources. www.LearningResources.com is a leading manufacturer of innovative hands-on educational products for classrooms and homes.

The 2007 contest begins on March 5, 2007.

Although the contest is limited to 5 students in grades 8, 9, or 10, the learning tools, principles, and concepts derived from the contest can be easily adapted to the general classroom environment. For the last several years we have been assisting teachers in changing the way that the weather and climate module is taught in the classroom. Find out why an inquiry based methodology is extremely effective for the teaching of earth science. In addition to weather and climate, the contest also covers other earth science topics.

No purchases or special equipment are required. Through the use of existing technology (readily available in all schools), we can create a high performance learning environment that overcomes the limitations of textbooks. As a result, students are learning first hand that the atmosphere and weather are not 2-D and static but a 4-D dynamic experience. For contest rules, email weducate@dreamscape.com or call (315) 724-6364.

Only one team per contest per school is allowed, however, every school building in the district with earth science can have a participating team. Any assistance to help us spread the word would be greatly appreciated.

Sincerely,

Richard Morris
Meteorologist & President
Weducation, Inc.
**Field Study: Add to Non-Native, Invasive Species Database**

The National Institute of Invasive Species Science (www.niiss.org), a consortium of partners from Colorado State University, the USGS, NASA, along with many other public land management agencies, non-profit organizations, educational institutions, and conservation organizations, are seeking teachers that collect information on non-native, invasive species with the help of their students. Our research team has designed an online data management system so that classes can contribute this type of information to a nationally growing database that will be used to help monitor and control these species nationwide. If you are interested in providing us information on your monitoring effort through a short survey or are interested in participating in this program, please contact Alycia Crall, information below. This program is based upon work supported by the National Science Foundation under Grant No. OCI-0636213.

Alycia Crall  
Natural Resource Ecology Laboratory  
Fort Collins, CO  80523-1499  
(970)227-3310  
mawaters@nrel.colostate.edu

**STORM Short Course**

The *S*cience center for *T*eaching, *O*utreach, and *R*esearch on *M*eteorology (the *STORM* Project) at the University of Northern Iowa will sponsor a short course entitled “Studies in Air Quality for Science Educators” in the summer of 2007. This intensive, one-week course is designed specifically for middle school and high school science teachers, and will be offered July 15 – 20 (Sunday through Friday). The course is limited to 24 participants. Additional information and application forms available are at:  http://www.uni.edu/storm/saqse2007/
Interested in Previewing a New Book?

Science, Naturally! has received special funding to make their new book, 101 Things Everyone Should Know About Science, available to science teachers for free. The only cost associated with this great offer is S&H, which is $4.00. This book explores key concepts in biology, chemistry, physics, earth and general science in a question-answer format. See the website below for more information regarding the book.

Sarah Watson
Science, Naturally! -- Teaching the science of everyday life
627 A Street, NE
Washington, DC 20002
202-465-4798 / 1-866-SCI-9876 (toll-free)
202-558-2132 - fax
Sarah@ScienceNaturally.com
ScienceNaturally.com

Free Professional Development Opportunity for Teachers Using Investigations in Environmental Science

Is your school thinking about offering environmental science for the first time or switching to a new environmental science program in the next two years? If so, then you may be interested in an opportunity for free professional development for environmental science teachers.

The GEODE Initiative at Northwestern University is pleased to offer a free professional development opportunity to a limited number of high school environmental science teachers. This opportunity is available to schools that adopt Investigations in Environmental Science, a new inquiry-based
environmental science textbook, and will be implementing it for the first time in 2007-08 or 2008-09. The professional development is being offered as part of a research study on professional development sponsored by the National Science Foundation and led by researchers at the University of Michigan.

The study is investigating the relative benefits of face-to-face and online professional development, and teachers selected to participate will be assigned at random to groups receiving different portions of the professional development in a face-to-face summer workshop and online throughout the year.

Teachers selected for the study will receive 48 hours of professional development (valued at $2000) and a stipend at the completion of each year of the study (total of $1500 over two years). Accepted teachers and their principals must have purchased (or commit to purchasing) the instructional materials, must commit to participating fully in the summer and academic year professional development workshops, and must commit to participating in the study, including classroom data collection, for two years.

Some other advantages for teachers who are selected for this professional development opportunity:

* Receive direct access to the developers of the curriculum, both face-to-face and online.
* The developers of the curriculum designed and are running the professional development.
* Participate in a collaborative learning environment with other teachers around the country also learning to use the Investigations in Environmental Science curriculum.

Investigations in Environmental Science: a Case-Based Approach to Environmental Systems is a research-based, case-based, inquiry high school environmental science course that was developed by Northwestern University with the support of the National Science Foundation.

For more information about this opportunity, visit: [http://www.worldwatcher.northwestern.edu/investigations/development.html](http://www.worldwatcher.northwestern.edu/investigations/development.html)
Or contact: Beth Kubitskey, 610 E. University, Ann Arbor, MI 48109 (734) 647-2975 iopd-info@umich.edu For information about purchasing Investigations in Environmental Science, contact Its About Time Publishers at <http://www.its-about-time.com/htmls/investines/inves.html> or (888) 698-8463.

- **Weirdest Science Stories of 2006**


- **Summer Institute in Physics and Physical Science for Inservice Teachers**

June 25-August 2, 2007 (dates tentative)
Department of Physics, University of Washington, Seattle

The Center for Physics Education in the University of Washington Physics Department offers a six-week, 10-credit summer institute in physics and physical science for full-time inservice teachers. The 2007 institute is tentatively scheduled for June 25-August 2 at the UW in Seattle. Classes meet from 9 a.m. to 3:30 p.m. Monday-Thursday (with 2 Friday classes to make up for the 4th and 5th of July holidays). Directed by Professor Lillian C. McDermott and supported by the National Science Foundation, the institute is tuition-free and a $1200 stipend is offered on successful completion of the course work. Additional money is available if needed to help defray the cost of lodging for persons from outside the Seattle area.

The Physics by Inquiry curriculum used in the course has been especially designed to strengthen the subject matter background of teachers in topics typically covered in precollege physics and physical science using a hands-on, inquiry-oriented method of instruction. The materials emphasize the development of fundamental concepts and reasoning skills through laboratory experience. The class is divided into two sections: one for elementary-middle school teachers with little or no background in physics; the other for high school teachers of physics, physical science, and mathematics.

The application deadline is February 28, 2007.

Additional information is available on our website <http://www.phys.washington.edu/groups/peg>.
For further information contact:
Dr. Karen Wosilait
University of Washington
Department of Physics, Box 351560
Seattle, WA 98195-1560
phone:  206.685.2046
peg@phys.washington.edu

● **Weekly Cogno Science Challenge**

Take a few minutes each week to share with students a thought-provoking science puzzler, drawn from the award-winning Cogno science board games. You’ll receive an email each week with a fully illustrated one-pager, ready to be photocopied for students. Your email includes the answer and explanation, so you can facilitate as much or as little discussion as you like! Fun, discussion and learning about astronomy, forces & motion and life sciences. For more information and to sign up, go to:  [www.cogno.com/challenge](http://www.cogno.com/challenge).

Jennie Kretchmar
Director, Marketing & Operations
DoubleStar, LLC, makers of award-winning Cogno products:
222 S. Central Ave.  Ste 1006
St. Louis, MO 63105
314.721.9199  314.721.9299 Fax
[www.cogno.com](http://www.cogno.com)
[www.cogno.com/blog](http://www.cogno.com/blog)

● **Write On! Wetlands Challenge 2007!!!**

Environmental Concern presents its 3rd Annual International Competition.

The theme for this year’s contest is "Uncover Hidden Wetland Treasures." Help us bring a wetlands to life and create a children's book, written and illustrated by kids, for kids! Here's how it works: Part 1 - A call goes out to grades 7-9 to write a manuscript. Part II - After the winning manuscript is chosen, students in grades K-6 illustrate the story.

Part I - Writer's Challenge (Grades 7-9)

See the website [www.wetland.org](http://www.wetland.org) for details and to enter or contact Jodi Carr at youth.edu@wetland.org for more information.
Summer Science Camp for Students at Canada's Perimeter Institute

Students age 16 and 17 with a keen interest in science can now apply to attend the "International Summer School for Young Physicists" (ISSYP) at Canada's Perimeter Institute. Scientific activities will challenge students with mind bending ideas from the weird quantum world of atoms to our understanding of black holes, warped spacetime and the expanding universe. The classes and mentorship sessions feature discussions with leading, international physicists at the Institute. There are, in addition, special lab tours and social events. The dates of the two sessions are July 27 to August 8 and August 14 to August 26.

Perimeter Institute is located in Waterloo, Ontario (just outside Toronto) and covers all expenses within Canada. The application deadline for this unique experience is Tuesday, April 17, 2007. Full application details for Canadian and international students are available online at www.youngphysicists.ca. Perimeter Institute for Theoretical Physics is a non-profit scientific research and educational outreach organization dedicated to understanding the very essence of space, time, matter and information.

Science Teacher Summer Camp at Canada's Perimeter Institute

High school science teachers can now apply to attend the "Einstein Plus International Teachers' Workshop on Modern Physics" at Canada's Perimeter Institute. The one-week sessions offer cutting-edge ideas in key areas of modern physics including quantum physics, special and general relativity and cosmology. Of particular benefit for educators are demonstrations of PI's classroom tested materials that share scientific principles with students and spark the joy of discovery. The dates of the three sessions are July 2 to 7, July 9 to 14, and July 16 to 21. Arrival dates are the day prior to each session.

Perimeter Institute is located in Waterloo, Ontario (just outside Toronto) and covers all expenses within Canada. The application deadline for this unique experience is Thursday, April 12, 2007. Full application details for Canadian and international teachers are available online at www.einsteinplus.ca. Perimeter Institute for Theoretical Physics is a non-profit scientific research and educational outreach organization dedicated to understanding the very essence of space, time, matter and information.

New at NASA Space Place:

"Dark, scary, and very, very hungry" is the picture most people imagine when they think of a black hole. "Black hole" and "sucked into" seem always to belong in the same sentence. But the latest Space Place Podcast interview with a NASA astrophysicist lays most of these fears to rest. Answering the question "If the Sun were a black hole, would Earth get pulled inside?"

Dr. Marc Rayman explains what black holes are, how they form, how
common they are, and how we can learn more about them. Go to http://spaceplace.jpl.nasa.gov/en/educators/podcast/ to subscribe to these Podcasts. Or listen now to this and the previous Podcasts on your computer or read the transcripts.

• The NASA Space Place
  A Great Big Wreck
  
  by Dr. Tony Phillips

People worry about asteroids. Being hit by a space rock can really ruin your day. But that's nothing. How would you like to be hit by a whole galaxy?

It could happen. Astronomers have long known that the Andromeda Galaxy is on a collision course with the Milky Way. In about 3 billion years, the two great star systems will crash together. Earth will be in the middle of the biggest wreck in our part of the Universe.

Astronomer John Hibbard isn't worried. "Galaxy collisions aren't so bad," he says. A typical spiral galaxy contains a hundred billion stars, yet when two such behemoths run into each other "very few stars collide. The stars are like pinpricks with lots of space between them. The chance of a direct hit, star vs. star, is very low."

Hibbard knows because he studies colliding galaxies, particularly a nearby pair called the Antennae. "The two galaxies of the Antennae system are about the same size and type as Andromeda and the Milky Way." He believes that the Antennae are giving us a preview of what's going to happen to our own galaxy.

The Antennae get their name from two vast streamers of stars that resemble the feelers on top of an insect's head. These streamers, called "tidal tails," are created by gravitational forces-one galaxy pulling stars from the other. The tails appear to be scenes of incredible violence.

But looks can be deceiving: "Actually, the tails are quiet places," says Hibbard. "They're the peaceful suburbs of the Antennae." He came to this conclusion using data from GALEX, an ultraviolet space telescope launched by NASA in 2003.
The true violence of colliding galaxies is star formation. While individual stars rarely collide, vast interstellar clouds of gas do smash together. These clouds collapse. Gravity pulls the infalling gas into denser knots until, finally, new stars are born. Young stars are difficult to be around. They emit intensely unpleasant radiation and tend to "go supernova."

GALEX can pinpoint hot young stars by the UV radiation they emit and, in combination with other data, measure the rate of star birth. "Surprisingly," Hibbard says, "star formation rates are low in the tidal tails, several times lower than what we experience here in the Milky Way." The merging cores of the Antennae, on the other hand, are sizzling with new stars, ready to explode.

So what should you do when your galaxy collides? A tip from GALEX: head for the tails. To see more GALEX images, visit http://www.galex.caltech.edu. Kids can read about galaxies and how a telescope can be a time machine at http://spaceplace.nasa.gov/en/educators/galex_puzzles.pdf.

This GALEX UV image of the colliding Antennae Galaxies shows areas of active star formation, which is not in the tidal tails as one might expect.

This article was provided by the Jet Propulsion Laboratory, California Institute of Technology, under a contract with the National Aeronautics and Space Administration

- **Touch the Past: Archaeology of the Upper Mississippi River Valley**

Walking through a thousand-year old stockaded village, visiting on-going archaeological excavations, making stone tools, learning how people have lived for the past 12,000 years, and creating ways to bring this back to your classroom - all of these are part of our summer institute on the archaeology of the Upper Mississippi River Valley.

This summer the Mississippi Valley Archaeology Center at the University of Wisconsin - La Crosse will be offering a National Endowment for the Humanities Summer Institute
for School Teachers. The Institute will run from July 9 through 27, 2007 and will be held on the University of Wisconsin - La Crosse campus, with field trips scheduled to archaeological sites across the state. The Institute will provide twenty-five K-12 teachers with three weeks of study of the process of archaeology and the major cultures of the Upper Mississippi Valley, including how these societies adapted and evolved over the past 12,000 years.

Although the institute will be based in Wisconsin, teachers around the United States would greatly benefit from this opportunity. Participants will explore the rich archaeological record of the Upper Mississippi Valley and the indigenous cultures as well as the process of archaeological discovery and interpretation. Besides being a fascinating story, the archaeological record of the Upper Mississippi Valley provides a laboratory within which to examine how we have come to know what we do about the past, and how archaeologists move from potsherds and projectile points to insights into how people lived, adapted to their surroundings, and changed through time. Participants will learn about the nature of the archaeological record, including its strengths and limitations, through exposure to actual archaeological excavations and laboratory work, and discussion of how we can infer information from cultural remains. Through authentic research experiences and inquiry-based projects, teachers will learn to make relevant connections between in-depth archaeological, anthropological, historical, literary, and cultural content and their classroom teaching.

More information about the Institute and registration can be found on-line at: http://www.uwlax.edu/mvac/neh.htm. The deadline for applications is March 1, 2007. For additional information please contact:

Bonnie L. Jancik  
Director of Public Education  
Mississippi Valley Archaeology Center at the University of Wisconsin - La Crosse  
1725 State Street  
La Crosse, WI 54601  
Phone: 608-785-6473  Fax: 608-785-6474  
E-mail: jancik.bonn@uwlax.edu

Visit the MVAC World Wide Web site at:  
http://www.uwlax.edu/mvac

Visit the UW-L Archaeology Studies Program at:  
http://www.uwlax.edu/Sociology/Archaeology/major.htm

• The ISTS 2006 Fall Conference at the Crowne Plaza Hotel in Cedar Rapids was a tremendous success. Even though our conference was in head to head competition with the nearby Omaha NSTA Regional, we still had a large group of fantastic Commercial and Non-commercial Exhibitors.
If you or your school, have an occasion to need the services of any of our vendors, please give them serious consideration when making your final selection. They have supported us and we ought to support them.

Below is a list, including web addresses for our 2006 Commercial and Non-commercial Exhibitors.

**Commercial Vendors**

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<tr>
<th>Vendor Name</th>
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<td>Rosen Classroom</td>
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<tr>
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<td>Iowa Limestone Producers Assn.</td>
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<td>Delta Education/FOSS</td>
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<td>Prentice Hall</td>
<td><a href="mailto:tim.wandell@phschool.com">tim.wandell@phschool.com</a></td>
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<td><a href="http://www.ubah.com/x0691">www.ubah.com/x0691</a></td>
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<td>Usborne Books</td>
<td><a href="http://www.sciencestation.org">www.sciencestation.org</a></td>
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<td>Science Station</td>
<td><a href="http://www.scottforesman.com/">www.scottforesman.com/</a></td>
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<td>Scott Foresman</td>
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<td>McDougal Littel</td>
<td><a href="http://www.mhschool.com">www.mhschool.com</a></td>
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<td>Macmillan/McGraw-Hill</td>
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<td>MicroTech Microscope Sales &amp; Service</td>
<td><a href="http://www.carolinacurriculum.com">www.carolinacurriculum.com</a></td>
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<td>Red Brick Learning</td>
<td><a href="http://www.flinnsci.com">www.flinnsci.com</a></td>
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**NonCommercial Vendors**

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<td><a href="http://www.iowadnr.com/education/index.html">www.iowadnr.com/education/index.html</a></td>
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Iowa Academy of Science Mission:
- Promote scientific research and its dissemination
- Improve instruction in the sciences
- Promote public understanding of science
- Recognize excellence in science and science teaching.

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We are always looking for good people. Send an email to Gale Vermeulen at vermeuleng@oskaloosa.k12.ia.us if you wish to be more involved.

Improve or contribute to this newsletter by sending a message to vermeuleng@oskaloosa.k12.ia.us or nweirather@central-lee.k12.ia.us.