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Editor's Corner - New Assistant Editors

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EDITOR'S CORNER

New Assistant Editors

It is a special pleasure to introduce two new assistant editors in the physical sciences. Chemistry and physics articles have not been abundant in recent issues and both editors are particularly interested in locating articles of practical value to classroom teachers. As each of the new editors states in his editorial, many readers have excellent ideas for classroom activities. Some of these activities may not be totally new but have a new approach which will prove helpful to other teachers. The entire editorial staff is eager to aid you in preparing articles for publication. Contact one of the editors to help you share your ideas with the profession.

Our new editor for chemistry is Laurence A. Hutzell. Larry is an Iowan, having grown up in Algona and graduated from the University of Northern Iowa in 1962. He completed his M.A. at Middle Tennessee State University in 1965 and has also done work at Drake, the University of Kansas, University of Iowa and Northeast Missouri State. Larry taught at Melvin, New Hampton, Des Moines and the Community College in Ankeny. He is currently teaching chemistry at East High in Des Moines. Larry's wife Karen is a musician and his son Brian is a student at the University of Massachusetts. When not teaching chemistry or editing chemistry articles for *ISTJ*, Larry enjoys antiques, bowling, tennis, music and the theater. I've heard that Larry is particularly fond of *Macbeth*.

Francis C. Peterson is our new editor for physics. Frank, an Associate Professor of Physics at Iowa State, received his undergraduate education in Electrical Engineering (B.E.E., 1964) at Rensselaer and did his graduate study in experimental high energy physics at Brookhaven National Laboratory and Cornell University (Ph.D., 1968). He accepted a faculty position at Iowa State and a research position with the Ames Laboratory in 1968, pursuing high energy research there and at Argonne National Laboratory. In the mid 1970's, he concentrated his attention on undergraduate instruction, focusing particularly on laboratories. He was director of an NSF CAUSE project which designed and developed new laboratories for the calculus-based physics sequence at Iowa State, and he continues as faculty supervisor for these and other laboratories serving between 1500 and 2000 students per year. He has been chair of the Apparatus Committee of the American Association of Physics Teachers, and is currently the national representative of the Iowa Section of AAPT. He and his wife Sheila have three daughters (all in college!), two under-used sailboats and many over-used tennis rackets.

--C.W.B.



Laurence A. Hutzell

What makes a magazine valuable? It gets used! Relevant information is presented in a practical, coherent, concise and understandable format.

Over the years, my cursory observations indicate a relative dearth of chemistry-related articles in the *ISTJ*. This does not, however, reflect either the state of chemistry teaching or chemistry teachers.

Many of you can offer insightful tips on the presentation of old topics in new ways. I have attended enough workshops to know that you have a wealth of great demonstration ideas. Please share them. What new and

exciting experiments are you using? With what chemistry-related activities are your students involved?

Any chemistry-related articles which can broaden one's background or specifically be used in the classroom would be appreciated.

If you will send me information relative to conferences, workshops or meetings, I will correlate the information and submit it for inclusion in the *Journal's* calendar of events. This is particularly important for activities that may not be well-publicized through other channels. Note the addresses inside the back cover of the *Journal*. You may either request special calendar forms from me, or, if you submit the basic information, I'll take it from there.

Please note the publication policy on the inside cover of the *Journal*. Flood me with manuscripts. Don't keep chemistry a secret.

--L.A.H.



Francis C. Peterson

I encourage *all* teachers of physics to realize that they have much to share with other teachers of physics. How about that lab activity on lenses that you have been revising over the years? Or the success and problems you have had in using some commercial teaching apparatus? Or all the errors you have found in that (unfortunately) popular text that you wish you weren't burdened with? Perhaps you have some favorite lab activities that are not widely used. Why not tell others why they seem to be helpful to your students?

Physics teachers always have much to talk about when they gather in the corridors of school. Well, writing an informal discourse for the *Iowa Science Teachers Journal* is not far removed from such friendly hallway banter. Perhaps you and a fellow

teacher from a nearby district use different apparatus for a similar experiment. I bet you could write a brief review comparing the two. If more of us took the trouble to write about the successes and failures in our classrooms, all of us would benefit. Good ideas would spread faster, and poor books and apparatus would become rare.

I would like to emphasize that useful articles need not be novel. I find my ten year old copies of *The Physics Teacher* nearly as useful as current issues. Many aspects of good physics teaching do not change. In my opinion, the most important criterion for publication in the *Iowa Science Teachers Journal* is that the piece be helpful to other teachers. Nearly all physics teachers have experiences and ideas that they could share. For those of you not willing to share these with the rest of us, may the spirit of Our Lady of Perpetual Responsibility give you many restless nights.

--F.C.P.