

1977

Reflections of a Life Fellow

James Hungerford
Iowa Academy of Science

Follow this and additional works at: <https://scholarworks.uni.edu/istj>



Part of the [Science and Mathematics Education Commons](#)

Recommended Citation

Hungerford, James (1977) "Reflections of a Life Fellow," *Iowa Science Teachers Journal*: Vol. 14 : No. 2 , Article 10.

Available at: <https://scholarworks.uni.edu/istj/vol14/iss2/10>

This Article is brought to you for free and open access by UNI ScholarWorks. It has been accepted for inclusion in Iowa Science Teachers Journal by an authorized editor of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

REFLECTIONS OF A LIFE FELLOW

James Hungerford

President of Iowa Science Teachers Section

Iowa Academy of Science

Marshalltown, Iowa 50158

There was a Hungerford in the first graduating class of Iowa State University. One of my grandfathers was a former Iowa College president, founder of Blue Cross, president of one of Iowa's larger hospitals and held a doctorate in Humanities. My other grandfather was a farmer and all of his five sons and two daughters were either educators or professors or farmers or combinations thereof. With these roots, I have a feeling of pride in my heritage, a deep-seated affection for the State of Iowa and an unshakable belief in the value of science and education.

My childhood memories of a small Iowa town were formed in the uncertain times and social turmoil of World War II. I remember the four different teachers I had in the 5th grade and my 7th grade teacher who opened up a whole new world for me when she found out that I wasn't really lazy, but just in need of glasses. Up until then, my world had been at arm's length. It was scientific technology that expanded my horizons with an assist from a dedicated and knowledgeable educator.

As a result of my expanded horizons, I have continued my interests in nature, life, death, love, beauty, creation, time, God and human nature. Each is interesting and is subject to my continued inquiry, research and understanding. My professional life is an extension of my home life which has openness, frankness and truthfulness enriched with humanitarian concerns.

Compared with my childhood days, today's world is quite different. Our culture had not yet fully exploited, or in some cases developed, antibiotics, polio vaccine, central heating, television, plastics, vitamin-enriched food, homogenized and pasteurized milk, the atomic bomb, space probes, refrigerators, transistors, computers, or stereophonic music. Many of these things have contributed to an improved lifestyle for me, my family and my community. To be sure, many new problems arose and still remain.

However, like my grandparents, I link the future to the future of research and education. I believe that our environmental, social and energy problems can be understood and solved through disciplined study and education. However, what happens in the future will not be totally dependent upon the professional involvements and attitudes of scientists and educators but also upon government and industry. The direction they take in spending or not spending money will affect all of us.

As I reflect upon past improvements and changes made during my lifetime, I look to the future with hope and expectation. I have a faith, born not of words but of deeds, that scientific research and education will bring a better

tomorrow. If Iowans will continue to support their educational and research institutions with the same vigor they have in the past, our future is assured. To ensure this support, all science educators must reaffirm their efforts in the programs they are currently involved with and join, and actively participate in professional, scientific and educational organizations. If you have not joined a professional organization, now is the time to do your part. However, joining is only the first step--participation is the pay off.

* * *

Two New NSTA Publications

The following publications were introduced at the 25th Annual National Science Teachers Association's Convention.

Hunger: The World Food Crisis (\$2.50), an annotated bibliography by Kathryn Mervine Fowler, contains reviews of publications, lists of curriculum materials, films and organizations involved in food and hunger issues. Produced under a grant from the U.S. Office of Environmental Education, *Hunger: The World Food Crisis* was developed to facilitate the introduction of food topics into the K-12 classroom.

Games for the Science Classroom (\$3.75), by Paul B. Hounshell and Ira R. Trollinger, has been designed to enhance the learning environment through the use of instructional games. Containing all the information necessary for choosing, ordering, and preparing over 100 games in the biological, physical, earth/space, and general sciences, this guide also includes a brief summary of their rules.

Both publications may be ordered directly from NSTA; write: National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009. All orders must be prepaid except those on official purchase order forms. Add 50 cents postage and handling on all prepaid orders. Shipping and handling charges will be added to all billed purchase orders.

* * *

Reaction Time

Have 10 or more students hold hands in a line. Squeeze the hand of the first student, then he squeezes the hand of the second student, etc. The last one says, "Time." Time the reactions of the total number of students. Calculate average time. Is the reaction time the same at different times of the day? Does it vary by sex? Identify your own variants.

Utah Science Teacher

* * *

Are Young People More Intelligent Than Old People?

"The brain of a ninety-year old may consist of only two-thirds the number of cells found in that of a twenty-year old. The average brain loses about 1000 cells per day." *Harper's Weekly* (Dec. 1974)