

1973

An Opportunity to Serve the Biological Sciences through Support of the United Nations Environmental Program

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disappear in a few years as food production increases. The pessimist's view is that the current situation is an early warning of long term food shortages and limits to growth.

References -

Meadows, Donella H. et al. The Limits to Growth. New York: Universe Books, 1972.

Ibid, p. 29.

Platt, John. "Science for Human Survival," The Science Teacher, Vol. 40, No. 1, 1973, p. 13.

Wade, Nicholas. World Food Situation: Pessimism Comes Back into Vogue," Science, Vol. 181, 1973, p. 634.

STUDENT PROGRAMS

The Iowa Junior Academy of Science sponsored by the Iowa Academy of Science with additional support in terms of funds and personnel provided by Project ASSIST and the University of Iowa are sponsoring and coordinating a variety of elementary and secondary programs this fall. The program schedule is as follows:

September 14-15 -
Viking Lake Environmental Study
September 21-22 -
Chicago Trip (NW/SW Iowa High Schools)
September 21-22 -
Greater Ottumwa Park Science Survey
September 29 -
Okoboji Science Survey
October 5-6 -
Chicago Trip (NE/SE Iowa High Schools)
October 6-7 -
Desoto Bend Environmental Field Study
October 6-7 -
Junior High Springbrook Science Survey
October 6 -
Paper Drive (Hempstead High School)
October 13 -
Survey of Fall Seed Plants
October 13 -
Mississippi River Science Survey
October 20-21 -
Upper Iowa River Excursion
October 27-28 -
Elementary Springbrook Science Survey
November 1-2 -
University of Northern Iowa Research Symposium
November 17 -
Student and Teacher Research Workshop in Region XIII (Council Bluffs)
November 17 -
Look To The Sky

November 24 -
Student and Teacher Reserach Workshop in Region XV (Ottumwa
March 21-23 -
Iowa Junior Science, Engineering, and Humanities Symposium, University of Iowa

For a copy of the IJAS Student Programs, Fall, 1973, please write to: Director of IJAS, 459 Physics Building, University of Iowa, Iowa City, Iowa 52242.

AN OPPORTUNITY TO SERVE THE BIOLOGICAL SCIENCES THROUGH SUPPORT OF THE UNITED NATIONS ENVIRONMENTAL PROGRAM

An intriguing chance for personal distinction is offered by a novel approach to improved world understanding and environmental preservation. Drawing on intensive briefing in Africa, a select group of naturalists, scientists, educators and exceptional laymen will serve as intermediaries between Africans and Americans cooperating to insure survival of the world's greatest wildlife treasure.

The seventeen volunteers, designated "Cameraides" to stress the visual aspect of their endeavor, will be coached on helping Americans understand their critical role in international environmental responsibility. This will include instruction in production of a soundslide documentary to professional standards, using slides and recordings made expressly for the AV aid. Cameraides will appear before service clubs and other community groups to enlist understanding of the importance of American help in saving the game, and support of a specific conservation project their group has chosen for aid. They will send a promising student to Africa, during his vacation, to monitor the assistance project inaugurated by them, and will encourage his entry into an environmental career. Those who are educators will also use their newly-acquired expertise in classroom and school assemblies.

The private diplomatic mission will leave for East Africa December 22, 1973, following a sendoff at the UN Plaza. Reporting first to the United Nations Environmental Secretariat in Nairobi, members will then meet with world leaders in government and out, engage in cultural exchange sessions at universities and intensively field study problems of concern to Africans and Americans. To help make these particularly vivid to audiences, Cameraides will be given special instruction in photojournalism and recording.

Because of the innovative character of endeavor on behalf of the United Nations, World Understanding and Science, the program will receive unusual attention from the mass media. To make the most of this opportunity for furthering participants' aspirations, they will be given public relations counsel for a year following return.

Mission members will elect to spend 16 or 22 days in preparation, abroad. They will cover or raise their share of travel costs, which for two weeks total: U.S. \$1467; for three weeks: \$1777. This includes the year's supervisory and public relations service. If that is calculated as conservatively worth \$350., the mission costs are on the order of \$1117. and \$1427., respectively. Provisions have been made for full tax-deduction of expenses, which, in effect, reduces the cost still further.

For details and application form, write: Friends of Africa in America, 330 South Broadway, Tarrytown, New York, 10591.

SUCCESSFUL RAPPORT SESSIONS

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When the purpose of the "rap" session is not understood there may be considerable waste of time. Often changes occur, but advance questions for student thought are important for success of a session.

In a democratic session the students and instructor communicate with each other and build for a better chance of wholehearted participation in discussions. While the instructor can contribute from his experience and wisdom, he need not be what one could call the "rap" leader. In a good session everyone has the opportunity to contribute as well as listen. If the instructor preplans the topic for the session, one shouldn't lose control of what the class will discuss. The instructor will influence thinking and opinion without dominating the discussion. The task of the instructor is to inform and educate in such a way that it generates trust among the class.

Ideas, whoever originates them, must be discussed. The instructor should know and accept the fact, frequently overlooked, that the members of the class have many worthwhile ideas. All they need is the chance to express them. Some in science call this creativity. Actually it is letting the student speak what he thinks, original or not.

No two classes are going to be the same. So if uniformity or heterogeneity over the same topics bothers anyone he had better stay with dictorial instruction. One should not be interested in homogeneity or standardization. One should be interested in heterogeneity and individualization. If a person is a manipulative instructor, he probably feels it seems less of an effort to be that way. Under a dictorial type of instructor-student relationship, interest soon begins to wane.

Possessiveness is a common feeling among instructors, a feeling that one's way is the only right way to do things. This is not to say the instructor should not show leadership, guidance and give the students support.

The experienced science instructor will encourage individuals to see and attack problems then reach independent conclusions from the data available. So far as possible, the "rap" session may help individuals learn to understand themselves and others better. One should be aware of conservative students who are merely holding back and only need to be asked to respond.

In every class some individuals are more advanced in their thinking than others. Frequently, the instructor can bridge gaps of thought between students; maybe even then some.

BIOLOGY CONVENTION OFFERS SOMETHING FOR EVERYONE

Dr. Charles R. Granger
NABT Convention Publicity Committee
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University of Missouri-St. Louis
St. Louis, Missouri 63121

"Competitive Ideas in Biology" marks the theme of the 1973 National Association of Biology Teachers Convention to be held October 11-14 at the Chase Park Plaza Hotel in St. Louis.