

1973

Know Your IJAS Leadership Team

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teacher make all of the decisions for them can't be expected to suddenly assume a large responsibility for their own learning. During the first few weeks of the course, our students were involved in structured, group activities. Gradually, the students were given more and more freedom in deciding how and when they would accomplish the goals of the course and finally some students were allowed to set their own goals. In order to make this work, a variety of approaches and materials were needed and offered so that many ways were available to accomplish the course goals. Among these were field trips, large and small group discussions, varied reading materials, films, audio-tutorial lessons, laboratory and projects. The students selected the portions of the smorgasboard they wanted, our only requirement being that they do accomplish the objectives. Naturally, there were some students who could not adapt to this unstructured situation and the structure had to be provided for them. The majority used their time well and did accomplish the objectives or develop their own.

It is also important that the teacher goes slowly in instituting individualized education. The development of varied materials and the writing of goals for the students can be a back-breaking job if you try to move too fast. I would say a timetable for total implementation in the range of three to five years is not unrealistic; if you are fortunate enough to be given summer curriculum development time this can be cut down. This time-table will give you an opportunity to develop a philosophy toward students and curriculum and to grow in your conceptualization of individualized instruction.

I wish I had all of the answers to the problem of paperwork management. With students doing many different things at the same time it is difficult to keep your finger on what each one is doing and therefore easy to lose him in the crowd. Individualized evaluation is of course absolutely essential. We gave achievement exams on portions of the objectives at a designated date after finding the continuous progress--take-the-test-when-you're-ready system totally unmanageable. This was followed by discussions with each student about the objectives and what should be done to correct the problem should the student and I agree that he had not satisfactorily accomplished the objectives. In addition, informal conferences within the classroom were held to identify problems before they became too severe.

The overall conclusion was that, when considered as a class, achievement was not significantly greater than with traditional teaching approaches. However, when students are considered individually, it was found that there were fewer failures. Many more students were found to have been included in the learning process. Opinionnaires filled out by the students indicated very high course ratings and the majority of the students expressed the feeling that biology was a meaningful and rewarding course. It is for these reasons that I say to my colleagues, "Individualized Instruction? I've tried it and it works!"

UNI FALL SYMPOSIUM

On November 1 and 2, the University of Northern Iowa will host their annual fall research symposium. The theme is Science and Survival and will include the following:

Guest Speakers:

- Dr. Maynard Miller - "Civilization by Geologic Consent"
- Dr. George Pimental - "Survival on Mars"
- Dr. Jerome Weingart - "Harnessing the Sun"
- Dr. Everett Schlinger - "Insects and Environmental Quality"

Student Presenters:

- Ms. Anne Marie Herman - "Electron Microscopic Study of Myelinated Nerve Degeneration in Primary Cat Incisors"
- Mr. Gordon Waite - "Experiments in Solar Spectroscopy"
- Mr. Bruce Luxon - "A Determination of the Pollution of Soil and Water from the Use of Fertilizer"

In addition, testing will be conducted and twelve scholarships will be awarded to students in physics, biology, chemistry, and earth science. Please contact Dr. Richard Goss, Biology Department, University of Northern Iowa, Cedar Falls, Iowa 50613 for specific details.

KNOW YOUR IJAS LEADERSHIP TEAM

The Iowa Junior Academy of Science is a state-wide organization which sponsors programs for students and assists in coordinating other activities within the State of Iowa during the year. The three specific areas of emphasis include research, field programs and community

betterment projects. The IJAS Leadership Team consists of the following:

Student Program Committee

Daryl D. Smith, Chairman, UNI (76)
Henry J. Biere, Anamosa High School (74)
Daniel S. Sheldon, U of I (74)
Frank W. Starr, Waterloo Comm. Sch. Dist. (75)
Gary E. Downs, SDPI (75)
Frederick P. DeLuca, ISU (76)
Edward L. Pizzini, U of I (ex-officio)

Director

Edward L. Pizzini, U of I (75)

Science Education Advisory Council

Gary E. Downs, SDPI
Don E. Murphy, ISTA
Robert C. Goss, UNI Symposium (Director)
Edward L. Pizzini, U of I Symposium (Director)
Daniel S. Sheldon, Community Betterment
(Project ASSIST)
Lynn W. Glass, ISU Short Course
Frank W. Starr, IJAS Field Program Coordinator

Student Advisory Council

Patricia L. Cable, Cedar Falls
Darlene Mollenhauer, Center Point
Roxanne Green, Carroll
Christine DeMars, Des Moines
Sharon Happel, Ottumwa
Diane Ales, Muscatine
Peggy McBeth, Ottumwa
Tim Taeger, Burlington
Albert Allen, Davenport
Derek Davis, Davenport

Regional Student Program Chairmen

Bettendorf - Larry Myers
Burlington - Patricia Knopp
Cedar Rapids - Kenneth Moore
Council Bluffs - Jon Iverson
Decorah - Marvin Cooper
Denison - Sister F. Seidl
Des Moines - Thomas Scott
Dubuque - Michael Marty
Fort Dodge - Dennis Hewett
Marshalltown - Ray Mitchem
Mason City - Dennis Vrba
Ottumwa - Vernon Slaymaker
Perry - Steve Patterson
Red Oak - Jerry Tom
Sioux City - Lawrence Benne
Spencer - Carl Gochenauer
Waterloo - Frank Starr

Secretary

Ms. Cynthia Hill, 455 Physics Building
University of Iowa, Iowa City, Iowa 52242

In addition, many teachers, coordinators and consultants assist in and/or coordinate the various activities afforded students.

ARMY JUNIOR SCIENCE, ENGINEERING AND HUMANITIES SYMPOSIUM

Do a research project, explore it, put time, hard work, and study into it and numerous rewards come about. Especially for six Iowa students selected to go to the National Junior Science and Humanities Symposium held at West Point Academy, New York, May 9-12, 1973. These six students boarded flights into New York where they accompanied students from 31 other regions.

An interesting part of the Symposium was meeting and exchanging thoughts and ideas with other students.

The top student presenter from each region reported on their projects in National competition to determine who would be selected to enter International competition in London, England. Projects were of every type and interest to the attending students.

Students participated in several group discussions concerning the "Changing Earth" throughout their stay at West Point.

Tours of the Academy were provided, with students observing the cadet's disciplined and orderly life. A trait of the cadets which stood out was their respect for others. These traits were observed over the entire Academy in several different cadet class tours and when the cadets performed a very impressive close order drill.

The stay concluded with tours of the UN Building and other tourist attractions in New York City.

Anne Marie Herman

*The six students who represented Iowa at the Symposium were:
Paul Sugg, Presenter, Knoxville Sr. High School
Kevin Baker, Spirit Lake High School
Joe Depenbusch, Emmetsburg Comm. High School
Anne Marie Herman, Sigourney Comm. High School
Bruce Luxon, West Waterloo High School
Gordon Waite, Maquoketa Senior High School
