

1972

Metric Maxims

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thinking about becoming a teacher, then today is the right time to start looking at classrooms and teachers. Which kind of teacher do you want to emulate? Teaching is one of the hardest and most rewarding careers in which any man or woman can ever become involved. Are you ready to share yourself with others, face new challenges every day and work with interesting colleagues? If you are, then you may be on your way to becoming a GREAT teacher.

INFORMATION NEEDED

Milbert Krohn

One of the current fads spreading through the schools of Iowa is the attention being given to mysticism. The science teacher can do a great deal to give the youth of our schools the proper attitude to deal with the technics of the occult. One of the sessions of the Science Teaching Section of the spring meeting of the Iowa Academy will be related to dealing with the problems of the occult.

Anyone who has had the experience in dealing with this problem and its effect on the adolescent mind is urged to respond to this article by informing Milbert Krohn of Spirit Lake, Iowa, of the resources that can be used to give our science teachers the armentarium to deal with the occult in the setting that the adolescent will find it. For the more erudite and scientifically inclined, whiff and poof if you will, the concern is the here and now for the kids. RSVP. Maybe we can whip up a seance!

METRIC MAXIMS --

Give a man 2.54 centimeters and he'll take 1.609 kilometers.
28.350 grams of prevention is worth 453.592 grams of cure.
Peter Piper picked 8.810 liters of pickled peppers.
A mile is as good as 1.609 kilometers.
Spare the 5.0292 meters and spoil the child.
A journey of 1.609 kilometers begins with a single step.

Let him who is without sin cast the first 6.35 kilograms.
Put your best 0.3048 meter forward.

NSTA TO INTERPRET NAEP SCIENCE FINDINGS - A FIRST

National Assessment
October, 1972, p. 3

The first in-depth interpretation of National Assessment findings is being carried out by the National Science Teachers Association (NSTA). A representative study team of scientists and science educators will attempt to answer the question: "NAEP findings in Science: what do they mean?"

State school officials, legislators, and professional educators are increasingly asking what the classroom and curriculum implications of National Assessment data are. This is the first serious effort to look at the first assessment findings in one subject area (findings reported in three basic Science volumes) and to come up with a report of their significance for education and teaching.

Heading the team will be Dr. James D. Raths, Chairman, Department of Elementary Education, University of Illinois, Urbana. Dr. J. David Lockard, Director of the Science Teaching Center, University of Maryland, College Park, will be associate director of the study. The study team will be made up of representatives of the total science teaching profession, giving representation to large cities, suburbia, black and white communities, science disciplines, elementary education, precollege education, science supervisors, curriculum coordinators, and teacher education.

The high-level panel of students will focus their study on such concerns as:

1. What NAEP findings are of crucial importance to the science teaching enterprise in the United States?
2. What are some probable explanations for the variances observed in the findings deemed significant to science teachers?
3. What data are relevant for testing the credibility of the explanations identified in response to question 2?