

1971

## Open Letter to Science Teachers: Look Out for Secondary Science Teachers!

Lynn W. Glass  
*Iowa Department of Public Instruction*

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



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

*Let us know how access to this document benefits you*

Copyright © Copyright 1971 by the Iowa Academy of Science

---

### Recommended Citation

Glass, Lynn W. (1971) "Open Letter to Science Teachers: Look Out for Secondary Science Teachers!," *Iowa Science Teachers Journal*: Vol. 8 : No. 3 , Article 2.

Available at: <https://scholarworks.uni.edu/istj/vol8/iss3/2>

This Article is brought to you for free and open access by the Iowa Academy of Science at 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](mailto:scholarworks@uni.edu).

# Open Letter to Science Teachers

## *Look Out for Secondary Science Teachers!*

Look out for what? Elementary science teaching in Iowa is taking on a new image. Already some of the students in junior high school are the product of this revolution in elementary science teaching.

During the past three years the Department of Public Instruction in cooperation with the University of Northern Iowa Extension Division has sponsored a series of elementary science workshops. These workshops have been primarily based upon the materials prepared by the American Association for the Advancement of Science (AAAS, Science—A Process Approach), the Elementary Science Study (ESS), and the Science Curriculum Improvement Study (SCIS). The workshops have been conducted in virtually every quadrant of the state.



**Glass**

Considering the number of requests for the above workshops and for consultive help with the elementary science curriculum, it becomes rather apparent that elementary school teachers and administrators are concerned with science teaching. They are, quite frankly, unhappy with "traditional" science programs. School districts are making a commitment of their financial resources to explore the federally supported elementary science programs.

There are no figures available as to how many children in Iowa are experiencing the new elementary science programs. However, as one travels about the state it becomes increasingly more apparent that a "good many" schools are presently using the new science materials and that a great many more are anticipating using the new materials in the next year or two when their present program comes up for renewal.

As students of the new elementary science program continue to arrive at the junior high school in increasingly large numbers, secondary teachers of science are going to be confronted with a problem most have never encountered. These new students who have been "doing" science rather than reading about science may not tolerate the science curriculum and the teaching methods presently in use in many secondary classrooms. Secondary science teachers may need to make modifications in their curricular materials as well as methods of instruction to accommodate the new type of student.

The challenge is being laid before secondary science teachers by the elementary school. As secondary science teachers, let the enthusiasm for science possessed by these youngsters continue and not be turned off by a rhetoric of conclusions type of science program.

**LYNN W. GLASS**

*Consultant, Science Education  
Department of Public Instruction*