

1969

## Open Letter to Science Teachers: Let's Reflect for a Moment . . . .

Lynn W. Glass  
*University of Iowa*

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 1969 by the Iowa Academy of Science

---

### Recommended Citation

Glass, Lynn W. (1969) "Open Letter to Science Teachers: Let's Reflect for a Moment . . . .," *Iowa Science Teachers Journal*: Vol. 7: No. 1, Article 2.

Available at: <https://scholarworks.uni.edu/istj/vol7/iss1/2>

This Article is brought to you for free and open access by the IAS Journals & Newsletters 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).

**Offensive Materials Statement:** Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

# Open Letter to Science Teachers

## *LET'S REFLECT FOR A MOMENT . . . .*

Did you greet eager, inquisitive students last September that for some reason unknown to you became inactive and bored by May? What possibly is the cause for the decline in student enthusiasm?

It might not hurt each of us to reflect for a moment on the teaching strategies we used our first year of teaching, our second year, and, yes, even last year. How have they changed? or have they changed? Sometimes we find ourselves so caught up with after-school activities, community functions, family responsibilities, and other time-demanding projects that our teaching becomes secondary. We might not even be aware of the fact that our teaching has been relegated to a secondary position when we pull out of the files all of those tried and proven notes and laboratories. Instead, we might think how much better our teaching is since we've "been through it before."

How long has it been since one of your colleagues has challenged your teaching practices? How long has it been since you've tried a new idea in the classroom?

Perhaps a little communication with our fellow science educators would improve our teaching. Try revitalizing your teaching by reading several professional journals, or by attending local, regional, or national meetings where you can fraternize with fellow science teachers.

Remember, enthusiasm does not decrease in all science classes—for some teachers it improves.

Lynn W. Glass  
Science Education  
The University of Iowa