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A Membership Fairy Tale

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of the students find a book dull, I do not use it again, regardless of my personal opinion. I want the material to be accurate, but I also want the reader to enjoy the experience. I am trying to give the students an appreciation of the scientific enterprise through exposure to a few aspects of "organismal" biology. I do not see how they can get this by memorizing the names for the appendages of the crayfish, or even by trying to master the chemical complexities of intracellular metabolism.

I like the remark made by Joseph Wood Krutch in his book *The Great Chain of Life*: "To proceed from the dissection of earthworms to the dissection of cats . . . is not necessarily to learn reverence for life or to develop any of the various kinds of 'feeling for nature' which many of the old naturalists believed was the essential thing. To expect such courses to do anything of the sort is as sensible as it would be to expect an apprenticed embalmer to emerge with a greater love and respect for his fellow man."

A Membership Fairy Tale

Once upon a time . . . there was a small group of science educators who thought it would be mutually beneficial to band together and form a national association for all teachers of science. A long time ago, this idea was nourished with effort until it grew . . . and grew . . . into an organization with its own bylaws, committees, and publications.

In the year 1960, there were all of 13,022 members, and then there were 13,224, and then 14,904, and then more! The new year of 1968 found them with 22,000 members and many more subscribers to their two national professional journals and with plans for the celebration of their twenty-fifth anniversary of existence!

And they lived happily ever after, or did they—these 22,000 members? Under the dynamic leadership of their elected officials, this association felt the full surge of its youthful exuberance and began to grow and grow

again! Each member vowed to obtain another member, and then there were 44,000 members. These members then again doubled their number and then there were 88,000 members. And, before the IBM machines could record new membership figures, all of the more than 100,000 science educators in these United States were now members of their professional association!

Now, their voice was not only heard but felt in educational circles. Now, they could accomplish the many long-needed improvements in their chosen profession, for truly, they were all professionals! Now, they could transform their dreams into reality, their projections of the future into the mainstream of their everyday practices.

From fairy tale to fact? It can be done! You, the NSTA member, can make the fiction of today turn into the practice of tomorrow through your eagerness to spread the advantages of

membership in NSTA to other educators from the kindergarten teacher to the college administrator. You can help accomplish the stated goal of our president, Morris H. Shamos, to double NSTA membership within two years, merely by spreading the word of our existence, our accomplishments, our advantages. You know them because you are already a member, possibly a life member. Why not share these advantages with others?

Your national membership committee thought of the many possible approaches to this editorial. Should we tempt you with the advantages of membership in NSTA and enumerate our programs, practices, and policies?

Should we detail the workings of our committee and our field personnel, 450 strong? Should we elaborate upon the many innovations in the field of membership this year?

Instead, we chose to appeal to your sense of involvement and to your anticipation of the future—for after all, were these not the very same factors which made you what you are today, a science educator? Involve yourself and make your own association worthy of its name, The National Science Teachers Association, for all teachers of science.

Doris M. Timpano
Chairman, NSTA
National Membership Committee

FILMS

The following films and materials, especially adaptable for science and biology instructors, are available without charge upon request from the American Cancer Society, Iowa Division, Inc., Mason City, Iowa. All films are 16 mm. sound and color.

For 5th and 6th grades:

FROM ONE CELL (14 Minutes) Released in April, 1950.

This film is designed strictly for biology classroom use. It is closely linked with everyday teaching procedures and gains a natural, helpful place in the school curriculum. Beginning with the fertilized egg-cell and proceeding through the various life stages from infancy to old age, with diagrammatic and live-action sequences. The film rapidly reviews the phenomena of generative growth. It brings the complex subject of embryonic, regenerative, and degenerative cell behavior to life in a very few minutes. Included with film are: Teacher's Guide,

set of 15 paper cell charts, booklet for teacher—*Teaching About Cancer*. Related materials sent on request: Pamphlet for student—*Why Learn About Cancer*, textbook for student—*Youth Looks at Cancer*.

For mid-way high school biology and college level instruction:

CRACKING THE CODE OF LIFE (22 Minutes) Released in November, 1966. An outstanding film for science teachers and students, this film presents new concepts and developments for the study of biology and enlarges student interest in science studies and careers. The film presents an up-to-date presentation on the biological phenomena of the beginning, development, and growth of the human body—with particular emphasis on roles of DNA (deoxyribonucleic acid) and RNA. Dealing with the mystery of life itself, the film relates the human cell to birth, heredity, the genetic code, embryonic development, molecular disease and its challenge to research. Included with