

1963

## I.J.A.S Invites

Mary Martina  
*Dowling High School*

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posed affiliation would not only greatly benefit the current membership of the ISTA, but non-members felt this would make membership in the ISTA desirable to a much larger number of science teachers.

Under the direction of the ISTA Executive Council the total membership was contacted to determine interest in and support for the proposed affiliation. The return vote was large, nearly 80% return, and was unanimous to adopting the proposed affiliation.

The Iowa Science Teachers' Association is now affiliated with both ISEA and the Iowa Academy of Science. The Association is the Science Section of ISEA and the Science Teaching Section of the Academy of Science. Membership in the Association includes membership in both of these state organizations. In the case of ISEA this includes membership in the sub-section only. In the case of the Academy of Science, this membership also includes full membership in the Academy. The dues for the Iowa Science Teachers' Association are five dollars. This covers membership as described above as well as subscription to the Iowa Science Teachers' Journal.

Iowa Science Teachers' Association  
Betty C. Goetsch, President

## 28 Years Ago

*The following paragraphs were taken from THE IOWA SCIENCE TEACHER, a forerunner of this journal, which was printed twenty-eight years ago. The editorial staff observes that the same remarks have some real implications for us in 1963.*

The Iowa Association of Science Teachers is not a new organization. The first constitution was formulated and approved in 1907, and for a good many years after that it functioned as a strong organization, supplying excellent talent for the annual state meeting and serving to unite the science teachers in a common purpose. The objective of that original organization, as stated in the old constitution, was "— to promote the interest of science teaching in secondary schools." Our more modern problem does not vary greatly from this, certainly. Some of the sciences are being taught in nearly every school in the state, so we need not "promote the interest of science teaching," but we do need to promote science teaching to insure that the patrons are keenly aware of the service which the science teacher gives in his community. Ballyhoo is not the means that will give the permanent results so much desired, but careful study of the problems of science education and application of the results in our day by day tasks will do much to impress the public of the important place which an understanding of the sciences plays in the complete training of their children. In this respect all science teachers are united whether they are biologists, chemists, physicists, or they teach in the colleges or the elementary grades.

As far as the individual subjects are concerned, we must be specialists, but that problem should be solved by adequate preparation and by keeping closely in contact with the current developments in each particular branch of science. The new and prov-

## ISTA

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Mr. Lindy Solon,  
Central Junior High, Ames

en educational methods must be given fair trial and adoption. All of these require discussion in the separate sections of the teachers' meetings. The early constitution provided for separation "into four sections, biological, chemical, physical and physiographical." We have provided in our new organization for group meetings, but sharp divisions in the sciences are no longer possible, and the problems facing one group now confront all professionally-minded teachers. Perhaps the outstanding development of recent years is the twelve year program of science education, and every alert teacher must be seriously considering this problem. It will create a demand for more science teachers and, in time, supervisors and city directors of science education. A considerable number of places in Iowa have adopted such a program, so the problem and the opportunity are here.

We must demonstrate to the educational administrators the need of such a program, but before we can do that there are many ills in our Iowa educational system which demand our immediate attention. Little can be accomplished by any individual or by a small active group, but if all of the science teachers of this state get together and give their support to their selected administrative officers it will only be a matter of time until the way will be cleared for real progress in science education.

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## *I.J.A.S. Invites*

**By Sister Mary Martina, C.H.M.**  
Dowling High School  
Des Moines, Iowa

Any member of the Iowa Junior Academy of Science is eligible to submit Scientific Research Papers for annual judging by the association which is affiliated with the Iowa Academy of Science.

The I.J.A.S. has for its purpose the fostering of and the promotion of

scientific interest among students of junior and senior high school levels and the sharing of scientific information gathered by the individual and group club members.

There is real gratification to be had from the pursuit of science, for its ideals can give meaning and purpose to life, and it is the work of science instructors to impart this sense of reality to their students. Scientific research aids them in this.

I feel that it is not the talents our students possess, but, rather, the use they make of them which counts most. A love of science and insatiable curiosity are prerequisites for the Scientific Research Paper which science clubs are invited to submit.

Each school's club may send in as many entries as desired, but I should like to stress that the club sponsor should select for this judging only superior papers. Papers previously judged in organizations other than the I.J.A.S. are also eligible. Rules for the Scientific Papers are appended.

Directions formulated for the preparation of this SCIENTIFIC PAPER are:

1. Any member of the Iowa Junior Academy of Science is eligible to submit one SCIENTIFIC RESEARCH PAPER.
2. There is no limit to the number of papers submitted by any one club, however, only SUPERIOR papers should be submitted.
3. Any topic of scientific interest may be used as subject matter for the PAPER. The work must show originality and should describe a scientific experiment the student, himself, has performed.
4. The PAPER must be typed, double spaced, on only one side of the paper.
5. When read aloud, the PAPER should be only ten minutes in length. This limits the PAPER to approximately 1500-2000 words.