

1963

ISEA & ISTA Meetings

Lyle Anderson

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6. The PAPER must include the following:
 - A. Title Page
 - (1) Title of PAPER
 - (2) Name and grade of writer
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 - B. Bibliography of all sources of information
 - C. Summary page, no longer than one page, double-spaced.
 - D. Brief biographical sketch of the writer, including: Name, school activities; hobbies; future plans; origin of the interest in this particular scientific subject.
 - E. Quotations, properly accredited.
7. ALL PAPERS submitted become the property of I.J.A.S.
8. The following point system will be used in the judging of the PAPERS:
 - A. PAPER will be grouped according to grade level of the writer, i.e., Grade 7 through 9 and Grade 10 through 12.
 - B. Scientific Content—originality, thought and research 50 points
 - C. English Usage — punctuation, grammar, spelling — 25 points
 - D. Scientific Presentation — graphs, charts, photographs, bibliography ----- 25 points
9. PAPERS must be submitted to the Senior Director of SCIENTIFIC PAPER:

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

ISEA & ISTA Meetings

By Lyle Anderson
ISTA Vice President

Friday, October 18, 1963

General Session: 12:30 PM

Roosevelt High School Cafeteria—
Luncheon meeting — \$1.50 (Send
reservations to Mr. Rex Morrison,
Roosevelt High School by October
12, 1963)

“American Crisis—The Role of Science in World Affairs”—Dr. David G. Barry, Consultant, Research Foundation, State University of New York

Sectional Meetings: 2:00 p.m.

Elementary: Florence Freberg,
Chairwoman

Speaker—Mr. Jack Musgrove, Curator, Iowa State Historical Society—Main Floor, Memorial Coliseum

Junior High School: Jerry Cunningham, Chairman

Speaker—Dr. Robert E. Yager, State University of Iowa

Roosevelt High

Senior High School: At Roosevelt High School

Members of the Roosevelt High School Science Department, Mr. Rex Morrison, Mr. Herman Kirkpatrick, and Mr. Bill Hauser will hold open house of the new facilities of Roosevelt High School. General discussions and presentation of the modern curricula adoptions in Biology, Chemistry, and Physics.

Dr. David G. Barry was born on December 5, 1921, in Belmond, Iowa. He is married and has four children.

He received the B.S. Degree from Iowa State Teachers College in 1946. He received the Ph.D. Degree in Zoology in 1952 from the University of Iowa. In addition, he studied at Columbia University and New York University.

Dr. Barry was a National Science Foundation Science Faculty Fellow at Harvard University during 1958 and 1959. His general area of study was history of science with emphasis on factors which have influenced the growth of science in America. These interests are directed toward improvement of teaching in the sciences in American schools and colleges. In addition to cultural and academic studies, his “mountaineering” interests have taken him and his students into many of the wilderness mountain areas of North America. He lec-

tured to public audiences under the auspices of the Department of Concerts and Lectures of the University of Minnesota for several years before joining the Visiting Biologists Program of AIBS.

Some of the organizations to which Dr. Barry belongs are Sigma Xi, History of Science Society, American Association for Advancement of Science, American Institute of Biological Sciences, American Association of University Professors, and the American Society of Zoologists. His biography is in the American Men of Science.

Dr. Barry is to be the speaker for the general meetings of the Iowa Science Teachers Association meeting Oct. 18, 1963.

Implementing BSCS in Iowa

by William Houser
Roosevelt High School
Des Moines, Iowa

In these days of great emphasis and advance in science, the biology course is assuming a position of increasing importance in the high school curriculum. It may be predicted that less and less will biology be a "dumping ground" for those students seeking or needing an "easy course" to fulfill their science requirement. The content and emphasis is undergoing a dramatic upgrading, and with it, biology has matured to a level where it is a true science, equal in status and level of difficulty with chemistry and physics.

The Biological Sciences Curriculum Study Committee has assumed much of the leadership in this movement of modernizing the teaching of the life sciences. Through the work of the BSCS committee three new texts and numerous supporting materials have been produced and are now available in final form. Perhaps even more significant is the fact that al-

ready new "privately authored" texts are appearing which show the influence of the BSCS.

At the present time there are over twenty-five high school biology texts on the market. Most of these texts vary greatly from the BSCS texts. Thus one might well ask, "which text best represents what should be included in a high school text of 1963?" Although there can not be a definite answer to this question, it should be understood that the facts and principles included in the BSCS course represent the judgement of numerous top high school and college biology teachers as well as researchers in the life sciences. The decision of these people to include the materials they did and to exclude the materials left out should carry considerable weight in our individual decisions as to what is optimal material to teach in 1963. Certainly many courses are misnamed "biology" by the standards established by the BSCS.

The BSCS course differs from more conventional biology in several important respects. Some topics formerly given much emphasis are omitted or treated only briefly in order to make room for some of the numerous exciting developments in biology. We read of Calvin and his work on photosynthesis; of DNA as explained by Watson and Crick; of Miller and the synthesis of amino acids in the primitive earth atmosphere; about ATP, the universal energy compound; of Bridge's work with chromosomes; Spemann's experiments on embryonic induction; *ad infinitum*. These are but a few of the great discoveries in biology that have contributed to the accelerated growth of the science and which have necessitated this drastic revision of the high school course. Given sufficient time, these items would filter down through the various college levels and eventually become a part of the high school program but this often takes a decade or more and science is moving too quickly for this delay. A more