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The Iowa Teachers Conservation Camp

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Again this year at the Iowa Teachers Conservation Camp, experiences in Conservation will be available to Biology teachers. As in the past, emphasis will be placed on field experience with the various resources under consideration. Specialists from many federal, state, and local organizations help to give the training authority. Emphasis in the Secondary Session of the Camp is placed on conservation of soils, water, forests, and wildlife. Of course, the interrelationships existing between and among these resources are stressed. With field experiences as the background, the teachers will be given an opportunity to view and construct many teaching aids for use later in their classrooms. Individual research is encouraged to the extent that each teacher undertakes an observational study during the three-week period at the Camp. In the past, many interesting things have been observed and "discovered" for the first time, at least by the investigator.

Rocks and minerals, glaciation, soil types, soil properties, and soil associations make up a portion of the study of soils as a resource. A trip to a farm managed according to U. S. Soil Conservation Service specifications and recommendations sums up the week. Aquatic habitats with emphasis both on life in these habitats and the physico-chemical factors in-

fluencing life in these habitats are the topics encountered in the field work on water as a resource. The cover photograph shows two students investigating the physico-chemical factors in a farm pond—in this case the Winkler test for dissolved oxygen. In discussion and in many cases through actual observation, water and its use for power, transportation, and recreation are subjects included to supplement and augment the field work in this phase of the Camp experience.

Timber resources and their management in Iowa are not of major importance when compared to the soil resources of the state. Consequently less actual class time is used in studying this phase of conservation. Classes do have experience in learning to identify trees and in techniques used in the study of and management of small woodlots. As windbreaks are an important use of trees in Iowa, these are studied in some detail during the period of the Camp devoted to forests as a resource.

Since wildlife habitat is dependent on the proper management of water, soils, and forests, the discussion of wildlife as a resource is interwoven into the experiences with the three resources mentioned. Also the teachers are given specific information through field experience and discussion which covers: wildlife

typical of forested areas and forest borders, examples of cover requirements, succession, hunting and fishing regulations, signs of animal activity, fur bearers, predators, and their control.

This is only a brief description of a portion of the total experience at Camp. We believe that as a result of the Camp experience, teachers gain a greater knowledge of and appreciation for the values of their natural resources. These are a necessary prerequisite to the development of a sound attitude toward wise utilization of the resources. With the Camp experience as a background, these teachers are better able then to take the Conservation Story to the youth of our nation.



With the assistance of a Soil Conservation Service representative, students examine a road cut.

The Open Road to Education for Family Living

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So you really believe in Education for Family Living? You have surveyed the parents and found them cooperative. The teachers, too, have given their blessing. Surveys of the pupils show a genuine eagerness. You have received the approval of the ministry on the probable content of the course. The administration and Board of Education are solidly behind you. What comes next?

Whom might you expect to enroll? It might be interesting to note the profile of our first class. Out of the 29 participants, well over half were interested primarily in athletics, athletic clubs, hunting, fishing, and the like. We have, then, a predominantly wholesome type of youth interested. Twenty-four of the 29 went to college, so the above-average pupil was interested. Age, too, seemed to be a factor, for their average age was well above the average age for seniors generally.

What shall we teach them? Your writer was most fortunate in having been chosen to work on an Illinois state-wide committee under the able leadership of Professor C. O. Jackson.¹ The task of this committee was to

write a course of study for Family Living.² Below are listed the parts of this study that we have used at Crystal Lake:

1. **BOY-GIRL RELATIONSHIPS.** This unit approaches the problems of personality, character-making, keeping friends, dating, going steady, petting, adolescent growth, and development.
2. **PREPARATION FOR MARRIAGE.** We start here with a brief history of the family, followed by the function of the family, role-finding in the family, selection of a mate, the engagement period, and the marriage laws of our state.
3. **ADJUSTMENT IN MARRIAGE.** We study the many modern social pressures on the family, the basic needs of marriage partners, common sources of conflict, and family crises. Our goal is to better learn how we can adjust to these problems.
4. **PRE-NATAL DEVELOPMENT AND INFANT CARE.** This title seems self-explanatory.
5. **CHILD DEVELOPMENT.** The characteristic needs of childhood are investigated, along

² This unit, "Suggested Outline of a Unit for Family Living and Human Relations," may be secured through Mrs. Hazel O'Neil, Health Coordinator, State Department of Public Instruction, Springfield, Illinois.

¹ Professor C. O. Jackson, Ed.D., is Editor of "The Physics Educator."