

While it is true that classroom science periodicals can help achieve several of the objectives for teaching science, they are teaching aids and not substitute teachers. The per-

son in the classroom must use them wisely or they will be as dead as last year's frog specimens.

Full Time Employment for Biology Teachers

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A twelve month employment for science teachers is proposed here. The author is a recent graduate of Kent State University.

Dr. Bentley Glass says that scientific knowledge is increasing exponentially in this century. Biological knowledge is increasing at such an amazing pace that by the year 2000 we may know one-hundred times more than we know today. Assuming that the above statements are true and assuming that the biology teacher must keep up with this knowledge explosion in order to do an effective job it becomes apparent that something must be done.

The BSCS has provided a much needed boost to the biology curriculum, but the teacher must be prepared to teach this curriculum. BSCS biology is now, and will in the future undergo constant revision to keep up with the advancing knowledge in the field of biology.

Even though a teacher's knowledge is adequate upon graduation from college it will soon be antiquated because of the rapid advances in biological knowledge. It becomes evident that some kind or kinds of in-service training must take place throughout the teacher's career.

With all the extracurricular activities and other responsibilities of the teacher it is unrealistic to expect the teacher to stay after school or attend night school for his entire teaching career. The teacher can read professional journals, engage in biological hobbies, write articles, or even conduct independent research. All of these are worthwhile activities but, will every biology teacher be conscientious enough to educate himself? A plan is needed whereby every biology teacher will be continuously educated throughout his career.

One possible solution to the problem of in-

service training is to employ biology teachers for a full twelve months. With the biology teacher being employed for the full twelve months he could teach during the regular school year and attend a summer institute or graduate school for the remainder of the twelve months.

The summer programs for biology teachers could be conducted by colleges and universities throughout the country with the boards of education of the participating teachers paying for the teacher's room, board, and tuition in addition to the regular salary of the teacher.

The major advantage of educating teachers in a systematic manner during the summer is that it would enable the biology teacher to keep up with the latest developments in the field of biology. It would also allow the teacher to concentrate on teaching during the school year and would afford him the opportunity of acquiring more education which could lead to advanced degrees.

Some may say that this plan is unreasonable and unrealistic and that it is impossible to keep up with the advancing knowledge in the field of biology, but medical doctors are expected to keep up with the current developments in the field of medicine. The ability of the medical doctor to keep up has done much to enhance his prestige. If we in the field of biology teaching are to enjoy the same prestige, we *must* keep up with the advances in the field of biology. The day of the three-month vacation for the teacher will soon be lost to posterity and the more realistic approach of employing teachers for a full twelve months will one day be a reality.