

# In My Opinion

## Fifteen Years 1954-1969

When John Breukelman retired in 1953 as Editor of this journal, he wrote, "A magazine belongs to its readers." (ABT, Oct. 1953) The wisdom of that remark becomes more profound and perceptive as this Editor winds up a fifteen year stint for NABT.

Breukelman further observed that determining what the readers want is a "guessing job." It may be surprising to this readership to know how many people want to help the Editor in this process. Some do so in an altruistic spirit of helpfulness. To these people, an Editor is always grateful for their sincere observations, while often contradictory, are nevertheless important in making the eventual editorial judgments of selection, balance, style, etc. There are others whose personal wishes for emphasis are self-serving or "for the good of the teacher."

Thus, the primary charge to an Editor is to do his very best in producing a journal of helpfulness to the readership. I have had this as a cardinal principle in my tenure. The readers must determine whether the principle was followed. Controversy, thus, is not an unknown quantity in an editor's career. Judgments are made in every step of the editorial process, and while there are many big decisions, the many small ones add up to major policies. Fifteen years is a long time in the business, the longest in ABT history, and criticism has an amazingly cumulative effect.

However, I have enjoyed, on the whole, a wonderful set of officers and very valuable assistance from the many involved in producing a journal. The list of such people is a long one, and naming several will exclude some very valuable and important people. But it is in order here to mention the dedicated, hard, and important work of Muriel Beuschlein and Jerry Lightner. They are people whose work was usually not known to the readership, but the results of their work are for everyone to see in each issue.

Perhaps a review of my fifteen year tenure is warranted. B. Bernarr Vance of Dayton, Ohio assumed the editorship in 1953 succeeding John Breukelman. Vance had approached me after the AAAS meeting in St. Louis in 1952 to be his associate editor. This I agreed to do as I was to have a Ford Foundation fellowship in 1953-54, and the opportunities this fellowship offered made this a feasible arrangement.

During the AAAS meeting in Boston in December 1953, a stormy NABT Board meeting produced Vance's resignation and my assumption of the editorship. However, I did not believe my imminent resumption of teaching duties would permit this except on an interim basis. Richard Armacost of Purdue University was then approached to assume the job, but to my amazement and flattery, he agreed to do so only as a Co-Editor with me. Then began an exciting, tumultuous, and interesting existence, for change was in the air in science education, and Armacost himself was adept in producing an uproar.

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obtain funds, in themselves, are not suitable criteria for becoming proponents of discovery learning and teaching.

The ambiguities, disagreements, and imprecisions concerning discovery are not presented as evidence for a return to methods which are exclusively expository, didactic, or authoritative. They are identified so that a greater sensitivity to the problem will be realized. It is imperative that the controversy be thoroughly investigated if discovery is to have its rightful place in teaching-learning situations.

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Suddenly, the team of Armacost and Klinge ended in February 1959 when Armacost was killed in an automobile accident. Then began for me the isolated responsibility of editorship. In a sense the present termination of tenure signifies a ten-year period (1959-69), but in another sense it is appropriate to call it fifteen years (1954-69).

During all this time, several events of national significance occurred. In the fall of 1957, Sputnik went off into space. In 1957 NSF summer institutes came into full swing after a trial period of two summers. Soon, BSCS came into being. And when 1959 arrived, activity in science education was considerable.

Much of this was reflected in the history of NABT. There was a great membership increase, dues were increased, new programs launched, and the journal itself was expanded.

Thus, the editing of the journal was no static operation. Beyond the routine work of simply getting out each issue, there was considerable discussion, planning, and change. All was done in the context of an assessment of the readership. It was changing rapidly; the organization was changing; and the growing sophistication of the journal's readership necessitated change in the journal, but more importantly, there was constant attention to anticipating the changes which were to come when "their time had arrived."

In these fifteen years the big changes were in format (cover, internal organization, and in 1969, the size), increase in pagination and issues, topical organization of each issue, the use of color, special issues, and a change in the balance of types of articles published. Each change involved long discussions, planning, and financing. None was done without these steps. And so to accomplish change, conception had to be started long before parturition. Hopefully, the final product of each gestation was not too late nor too early for the readership. And primarily, changes were those which we believed the readership wanted.

An old departed and beloved Hoosier politician was responsible for a now oft-quoted story. When approached by one of his constituents for a favor, the politician recounted all the past favors he had given to the man. Then there was the famous rejoinder from the man to the politician, "Yes, but what have you done for me lately?" Let me then not recount past triumphs or even exhume old frustrations, but let me address myself to the future.

Insofar as the editor of this journal is concerned, I would offer the gratuitous advice to my successor that the principle of attention to the readership is still warranted. To repeat, it is not easy to assess, but it must be done and cannot be delegated to others. To accomplish the task of encouraging readers to read, continuous attention must be given the format. There is no one answer to this problem, and like the old story, the solution changes each year to this persistent and fundamental problem.

But what of the future? I see NABT with more than one journal if the membership is to be served and if the membership assumes a wide spectrum. My belief is that the secondary school biology teacher is of prime importance, but the ranks of the junior college and undergraduate biology teacher offer a great potential for membership growth. Secondly, the need for other publications beyond periodicals is now apparent. I am grateful to the NABT leadership for allowing me now to pursue this task. Thirdly, I am convinced that our educational system will undergo substantial changes in the near future. Thus, what biology teachers do will change and our past efforts, such as BSCS, will not be enough. These changes will involve methodology, objectives, and emphases. This implies changes in training and outlook of teachers. Our journal must anticipate these changes and hopefully reflect them in what is published. It will be no easy task. Finally, I see for ABT an increasingly important role as a professional journal, a model for other disciplines, narrow enough

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the existing curricula as an enrichment area or curriculum emphasis to make learning more interesting and meaningful. The integrated approach is being developed with the idea that every student should have the opportunity to cultivate an awareness and appreciation of our resources and to understand how they affect our lives. If the proper attitudes and behavioral patterns are developed in the student, then these young people will be better prepared to cope with the management and uses of our natural resources in the future. It is recognized that responsibilities for participation in conservation education programs rest with all levels of administration.

Looming large in all national conservation education plans is the Pinchot Institute for Conservation Studies at Milford, Pennsylvania. The Pinchot Institute was dedicated September 24, 1963 by President John F. Kennedy and has since undergone organizational programs as well as renovation of the former home of pioneer conservationist, Gifford Pinchot.

On November 12, 1964, the initial Board of Governors meeting inaugurated the Institute's program, which will include periodic teachers' workshops, the establishment of management and experimental demonstration areas in the field, publication of conservation education materials, and regular conferences and meetings of national scope aimed at determining conservation education needs and how best to meet those needs. Operation of the Institute

is by the Forest Service, U. S. Department of Agriculture.

A list of materials to help teach Forest Conservation may be obtained free from the Forest Service by addressing requests to the Regional Forester in whose region your State is located. Single copies also may be obtained from the Forest Service, U.S. Department of Agriculture, Washington, D. C. 20250. Included in the list are: bulletins, pamphlets, audio-visual materials, posters and maps, charts, and motion pictures.

The U.S. Forest Service is convinced that the most important contribution conservation educators can make is to cultivate an attitude of mind based on an ecological approach to the understanding of the principles of conservation. This is based, first of all, on an understanding of the relationship of man to his environment, and of the relationship of things in that environment to one another—of plant to plant—plant to animal—animal to plant—soil to water—water to soil—and so on and on.

This concept is based also on the premise that with this understanding comes respect—respect for equality—acknowledgment of rights—acknowledgment of a place for everything in the scheme of things. The result of this cultivation of attitudes can be a way of thinking—a conservation way of thinking—a practical way of thinking. This must be basic to all our educational effort.

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to be useful and broad enough to be inspiring and stimulating for individual creativity.

I see, in short, a brilliant and useful future for our journal. It will be one in which we can all take pride for we all have had a part in its design. The new Editor, Dr. Jack Carter, comes with fine credentials and a sincere willingness to do his best. Who can ask for more than this? I wish him the very best and assure him of my willing assistance upon his request.

My fifteen years of an active role with NABT have been far more important and gratifying to me than vice versa. The benefits of service to NABT cannot be described adequately, but I have been fortunate to know and experience the thrill and happiness of such service. I wish for each member of NABT this experience in whatever role there is to be played.

Lastly, and only because it is of greatest importance, my sincere and heartfelt appreciation goes to those who have assisted me in my editorial role. I wish for Dr. Carter such cooperation and service.

Paul Klinge

## EDITORS OF ABT

1938-39	I. A. Herskowitz, New York City
1939-40	I. A. Herskowitz and E. C. Colin, Chicago, Illinois
1940-41	E. C. Colin
1941-42	E. C. Colin and John Breukelman, Kansas State Teachers College, Emporia
1942-52	John Breukelman
1953	John Breukelman and B. B. Vance, Dayton, Ohio
1954-59	Paul Klinge, Howe High School, Indianapolis, Indiana, and Indiana University, Bloomington, Indiana; and Richard Armacost, Purdue University, West Lafayette, Indiana
1959-69	Paul Klinge
1970-	Jack Carter, Colorado College, Colorado Springs, Colorado