

sent in ALL of the following: glycolysis, Krebs' cycle, electron transport, oxidative phosphorylation, fermentation, specific details of light and dark reactions of photosynthesis, and other complex relationships of intermediary metabolism? While I agree it is important for a beginning student to be familiar with the nervous system, isn't it asking a lot for him to be knowledgeable on such recommended topics as the relationship of the sympathetic division of the autonomic nervous system to the adrenal medulla or the action of psychodynamic drugs?

I submit that there is a limit to the number of concepts a beginning student may truly understand. I am not advocating making the AP program easier; rather, I think it should be made more manageable. After all, the program is designed to be equivalent to a first-year course, not a degree in biology.

The May article did not list any of the essay questions. The accompanying table lists the essay questions from the 1971 Advanced Placement exam. Questions 2 and 3 deal with topics on animal physiology which could be only briefly covered in many first-year courses. Other essay questions from past AP exams have dealt with very limited topics in botany or biochemistry.

One possible improvement of the AP exam would be to expand the objective section and put less than the present 50 percent emphasis on the essay section. The objective section is an adequate cross section of all areas of biology. If a student hasn't covered a topic, he only loses a few points. However, there are many excellent first-year biology courses in which the autonomic nervous system and muscle physiology are only briefly discussed. Students in these courses would have had a significantly lower score on the 1971 essay portion. Another possible solution would be to give a student a broader selection of questions to choose from.

The suggested course content for AP biology is destroying one of the most important goals of a biology course—to create interest and excitement so that the student will want to pursue further work in biology. The AP program must cut back its list of topics so that biology teachers can offer viable programs that will excite students. We would appreciate a less hectic schedule which would allow us to pursue some specific interests. We must tie more concepts to a laboratory program if our students are to have a true mastery of some aspects of biology rather than a superficial glimpse of everything.

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William Kastrinos preferred not to comment.

PROMOTING N.A.B.T. MEMBERSHIP

In the last few years, as my student teachers neared the end of their assignment with me I have given them a one-year gift subscription to *American Biology Teacher*.

In this way I was able to show my appreciation to the student teacher for his assistance in my classroom in a way that, I feel, is of great benefit to a young person entering the profession of biology teaching. It has been my experience that most young people who have received such a subscription from me or from another teacher have renewed their membership in NABT in successive years. They have often remarked that they too have found *ABT* to be an especially informative and interesting journal.

Although I have no hard data to support this, I suspect that supervising teachers who give one-year gift subscriptions to *ABT* are using one of the most effective ways of encouraging continuing membership in NABT. I would like to know how many other teachers have been doing this, and I encourage those who have not to try it.

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A Peace Corps volunteer's commitment is normally for two years. A monthly allowance covers all living expenses; travel to and from assignments, as well as medical care, is provided; and \$75 per month is put aside for each volunteer to be received at termination.

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