

Kansas Association of Biology Teachers Newsletter

Volume 45 Number 1 - September 2004



KABT Web Site

<http://kabt.org>

NABT Web Site

<http://www.nabt.org>

Newsletter Contents

Area & Topics Page Number(s)

KABT Business

KABT President's Message—Sandy Collins	1
Newsletter Editor's Message—Harry McDonald.....	2
KABT 2004 Budget	3
KABT Officers-Board-Representatives Listing	10
Membership Application.....	11
Calendar	12

Updates

Update on State Science Assessments: An Editorial.....	2
Professional Opportunities.....	4
Web Opportunities.....	4, 9

KABT Fall Conference..... 7

Biology News.....	8
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Articles

In Memoriam, Wendall Mohling	4
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PRESIDENT'S COLUMN

By Sandy Collins

Several years ago I had the opportunity to attend the wedding of Jennifer Adams, the daughter of friends, a wonderful young woman, and a former student. Jennifer was 24, a college graduate and one who had remained close to some of her high school friends, many of whom were at the reception. As someone who teaches freshmen in a junior high it is not often that I have the opportunity to see "old students", so everything about the reception was a treat to me.

Doug and Andrew went into guffaws as they retold an event in class that had me temporarily outraged (as I entered the classroom they had tossed a rag around to each other, pretending it was Zeke, our class gerbil), Julie recounted that the recent death her dog had made her think of me (I should clarify, I am good at telling dog stories to my kids), and so the night went on. I was enjoying myself immensely - what wonderful kids I have been privileged to teach. At end of the gala affair, as we walked back to the car, Bob (my non-teacher husband) gave me

an amused look and commented "You didn't teach them much biology did you?"

I think of Bob's comment each summer as I plan for the impending school year. How successful will I be in guiding my students to a sound and lasting understanding of biology? It is an intimidating question. To begin, like many, my school's population has become increasingly heterogeneous. While I am concerned about all of my kids, the students that most trouble me are the ones whose only high school exposure to biology will be as freshmen. More than ever, everyone needs to understand basic biological and scientific concepts.

Given the fact that there is not sufficient time to teach students about every fascinating facet of biology, what knowledge do they most need so they can leave my class with a "sound and lasting" biology education? The standards do offer guidance in making these basic decisions. Where the decision making becomes more challenging is in determining the depth and degree of understanding that I should try to achieve. Do my students really need to be able to identify the enzymes in-

volved in aerobic respiration? I do not think so, but I know many do. Am I right in making this decision?

In providing a sound and lasting biology education for my students, some decisions I am certain of, but what is troubling is how to achieve these goals. I know that an understanding of the nature of science is crucial, but how do you truly teach this? Providing experience in designing and implementing student-generated experiments is helpful, as is reading about how science “is done”. What else should I choose to include? An additional consideration is that these kinds of activities require a major commitment of class time – how can I be sure I am choosing wisely?

In planning a sound and lasting biology education, I know my students will need to see the interconnectedness of all of biology’s major concepts. What can I incorporate to achieve this understanding? My students also need insights into how biological principles affect how we live our lives. How do you reveal this so they see it for themselves? A final concern (and I know I can think of more, given the time, but I will spare you) that is important to me is how can I get at least some of my students to see that knowledge of the living world can be exciting and valuable for its own sake?

I am not sure where I am going with sharing these thoughts. My thoughts ramble and meander, but sometimes that is necessary before I can find a clear path. In closing, maybe part of this perennial self-examination and thinking about what we do is also what we find exhilarating about teaching. We don’t just have a job, we have a mission – and one that always provides the opportunity to be better.

Editor’s Message By Harry McDonald

This editor has previously expressed exasperation with the current administrations treatment of scientific information. Since our last newsletter, my concern has only increased.

It is my understanding that Dr. Rita Caldwell has resigned as the head of the National Science Foundation over disputes with the administration over their lack of respect for scientific information.

On August 15 the Kansas City Star ran an article titled “Opposition to Bush Science Policy Grows.” It mentions that 4000 scientists including 48 Nobel Prize winners have signed a statement “condemning the Bush administration for allegedly misusing, suppressing and distorting scientific advice.”

I complained of this to my US Representative, Dennis Moore. A recent communication from him indicates that Congress is beginning to take notice of the administrations activities. He shared highlights from a recent GAO report on ways to improve the integrity of the Scientific Advisory Panel appointment process.

The most significant finding appears to be the practice used to establish these committees. Limitations in the Office of Government Ethics guidelines on appointments al-

lows advisory committee members to be appointed as representatives of special interest groups rather than as special government employees. The latter designation requires vetting of members for qualifications and guidelines require balance on federal advisory committees. By forming committees entirely from representatives, no balance is required and analysis by the GAO shows that no balance is being achieved.

The bottom line is that not only does this administration ignore or, through its political appointees, edit scientific advice, but increasingly it is forming committees which do not reflect good science advice to begin with. Pretty soon the administration won’t have to ignore good advice, the “scientific” advice it will get will be exactly what it wants to hear.

Do what you want to do politically with this information, but I entreat you to continue to teach good science and build in our future generations an appreciation of the value of information and advice which is developed free from political bias. Without such an electorate, our society is as surely doomed as Russia’s agricultural program was under Lysenko.

Labs, activities, letters to the editor, and student work are welcome. Send as an attachment to biologyctrack@hotmail.com.

State Science Standards Update By Harry McDonald

As you well know, the state K-12 science standards are being reviewed. The committee is co-chaired ably by our own Steve Case and Carol Williamson. The composition of the committee was quite the fiasco however.

Traditionally, each state school board member appoints one member of the review committee and the KSDE appoints another 15. No matter what the personal biases of individual school board members and no matter what the science and science education expertise of their appointees, the committee has always been dominated by strong scientists and science educators.

This time around, for reasons that are too convoluted to describe here, each board member appointed 2 persons to the committee with the KSDE appointing only 5. As one who has attended one of the committee meetings, I am not sure that the composition of the committee provides the expertise needed to produce a quality upgrade. Most of my concern centers around the issue of science and religion once again. Dr. Bill Harris, a strong Intelligent Design proponent is a member of the committee and is pushing strongly for some sort of inclusion of ID/alternative theories. He and others are promoting a redefining of science like we experienced in 1999.

Despite this, Carol and Steve are doing an excellent job

and the committee may produce a quality set of standards despite my lack of confidence in its composition.

A preliminary draft will be available at the KSDE website, www.ksde.org, by Oct. 1. You are invited to review the document and post comments. Please take this opportunity and responsibility seriously. Your comments will be considered before a revised draft is presented to the state board in December. State-wide public forums will follow in January and February.

That brings up another thorny issue. The August primary elections for state school board positions make it clear that the conservative element will regain control of the state school board come January. The last time Kansas was in this position, the school board rejected the quality draft science standards from the writing committee and passed their own set of standards. At that time it was demonstrated that much of that document had been written by local creationists.

Even if Carol, Steve and the other members of the writing committee produce a quality draft set of standards, it is impossible to predict what the state school board will do.

Since we cannot control the actions of the state board, we all need to concentrate on what we can control. We can thoroughly review the committee's draft after Oct. 1. We can make suggestions at that time, and we can attend the public forums after the first of the year once again providing comment in support of quality science standards.

State Science Assessment Update By Harry McDonald

In addition to producing the upgraded standards, the review committee is also tasked with selecting indicators to be tested on the state science assessment.

The initial plan of the committee's would have more than doubled the number of indicators which would be assessed.

This editor was very much supportive of this change. You may recall from previous comment that I am concerned about so few indicators being assessed. As many of you know personally, districts are developing a policy of excluding from local curricula, any aspects of the science standards that are not being assessed. The result is that, although we have a quality set of science standards in appearance, in fact and deed, we have a very limited set of standards.

As the committee described its intentions to representatives from the KSDE at their last meeting, they were informed that the test developers were going to limit the committee to 24 tested indicators, several fewer than we currently use. The committee was very much surprised by this announcement. Exactly how they will deal with this has yet to be determined. If you have any creative sug-

gestions, please share them with the writing committee.

Additionally, as you know, while state science assessments will not be used to determine whether or not a school makes AYP, these results will be used in the QPA process to determine school accreditation.

State plans are being developed covering this. It appears that schools will be accredited if a certain percentage of their students score at or above the proficient level or if overall student achievement increases by a prescribed percentage.

The percentage of students scoring proficient or higher starts in '05 at 55% for 4th and 7th grades and 50% for 10th grade. Those figures rise to 75% and 70% by 2013.

The "safe harbor" option for schools not meeting these provisions include: 1) if a school increases 20% of the difference between the percent of students that were proficient or above and the target; 2) If a school moved 5% or more students out of unsatisfactory and/or basic; or 3) if a school closed its achievement gap by 5% or more.

Like the science standards review, all this is tentative, so feel free to forward comment to the KSDE if you feel strongly about any of this.

MEMBERSHIP RENEWALS

Unless you are a life member, annual dues become due at the fall conference. Anyone attending the fall conference can renew their membership at that time. All others should use the renewal form on page 11 to mail in their renewal.

Your membership says you value this organization. Please share your opinion with a colleague and encourage them to join.

KABT 2004 BUDGET

At its January board meeting, KABT approved the following budget for 2004/2005

Category	2004 Budget
Journal	\$400
Newsletter	\$750
Food/exp Conf/ F-Trips	\$350
Mailing	\$500
Organizational	\$100
NABT Paymt Transfer	direct offset inflow/outflow
Web Site	\$50
Other	\$150
Presidential Expenses	\$50
Total Expenses	\$2,350
Estimated Income	\$2,400

PROFESSIONAL OPPORTUNITIES

Earthwatch

The Earthwatch Institute offers K-12 educators fellowships to join conservation research expeditions across the globe. Over 300 awards are made each year. The fellows work as field assistants alongside renowned researchers.

Earthwatch Fellowships cover a variety of disciplines, from archeology to zoology. Applications are accepted on a rolling basis; it should be noted that funding is often exhausted by March.

More information on Earthwatch programs can be found at www.earthwatch.org

Research Opportunity for K-12 Science Teachers

Program Announcement
The University of Texas Marine Science Institute
Grade K-12 Research Experience for Teachers

The University of Texas Marine Science Institute, as a part of the NSF GK-12 program, is seeking two teachers to spend part of the summer participating with scientists in field research in either the rainforests of Peru or on an icebreaker exploring the Northern coast of Alaska. Each teacher will be paid a \$5,000 stipend and all expense will be paid. For more information see the following website or contact Amy Townsend Small (Peru) <amy@utmsi.utexas.edu> or Craig Aumack <aumack@utmsi.utexas.edu>.

<<http://www.utmsi.utexas.edu/people/staff/dunton/GK12/ret.htm>>

This program is open to any K-12 science teacher from the United States. Please pass this message on to anyone who might be interested.

WEB OPPORTUNITIES

- Geographical Information System and Maps Everything from the murder rate to plant productivity varies geographically. Researchers seeking such data for the United States, in fields from public health to geology, should steer to this guide from the University of Arkansas, Fayetteville. The collection of links tallies hundreds of maps and Geographical Information Systems data sets held by federal, state, and local agencies. Examples include regional birth and death statistics for Alaska, changes in land cover along the shores of the Great Lakes between 1996 and 2001, and an Environmental Protection Agency map of streams damaged or threatened by pollution in Washington state. Most of the data sets and maps are free and accessible online. <http://libinfo.uark.edu/GIS/us.asp>
- From Alton Biggs and the Texas Association of Biology Teachers:

Molecular Medicine in Action

With gene therapy in the headlines, you or your students might be looking for a simple explanation of this promising but troubled technique. Although created for high school students, this collection of animations from the Indiana University School of Medicine is also suitable for lower division college classes. The shorts walk students through the steps in gene therapy, such as loading refurbished genes into a virus and delivering them to their targets in the body. Above, a virus snuggles up to a cell before injecting a curative gene. Another clip explains a protocol for using a mouse retrovirus to treat Fanconi anemia, an inherited deficiency of blood cells. Students can also explore the workhorses of the molecular biology lab, such as electrophoresis, PCR, and flow cytometry, which researchers use to measure and sort cells.

<<http://www.iupui.edu/~wellsctr/MMIA/htm/animations.htm>>

NEWS FLASH

Todd Carter, a science instructor from Seward County Community College and president-elect of KABT, was the recent recipient of the 2004 Balcomb Award for excellence in service and leadership in community college science education and teaching.

Todd, division chair of the Natural Science Mathematics and biology instructor, received the call from Dr. David Nash, executive director of the Southwest and Rocky Mountain Division of the American Association for the Advancement of Science. The American Association for the Advancement of Science (AAAS) was founded in 1848 to represent all disciplines of science and supports scientific exchange and discussion of science and society issues. The award is given annually to a community college or junior college teacher, within AAAS's Southwest and Rocky Mountain geographical region, who embodies excellence in service and leadership in science education and teaching. The Executive Committee and the Executive Director assist in the selection of the recipient of the award.

Carter, who most recently assumed the duties as director of the Title III grant at SCCC, received support letters from Dr. Gordon Uno, Botany/Microbiology Department chair at the University of Oklahoma and Dr. Betsy Ott, president of the National Association of Biology Teachers.

In Memoriam

On August 17, 2004, Wendall Mohling passed away suddenly. Wendall was a member of KABT while he taught at Shawnee Mission Northwest High School. He was a past-president of KATS and NSTA. Since 1993, Wendall has served as the Associate Executive Director for Professional Activities for NSTA.

Wendall's contributions and honors were many. Some highlights include the Presidential Award for Excellence in Science and Math Teaching for 1983, OBTA for Kansas in 1977, Kansas Conservation Educator of the Year, 1980, Krista McAuliffe Fellowship in 1987, and the Kansas Designee for the NASA Teacher in Space Program. Wendall helped establish the Prairie Center in Olathe, serving as its

director from 1983-1986. He helped establish the outdoor nature area at SMNW fostered the Student Naturalist program.

Wendall was an avid photographer. He and his wife, Carol, loved the outdoors and especially Alaska. Together they produced multi-media productions, combining his photographs and the music of John Denver, which thrilled so many of us and our students.

A memorial fund has been established to accept contributions in Wendell's memory. Make checks payable to "The Wendell Mohling Memorial Fund." Mail them to Carol Mohling, 2353 Hunter Mill Road, Vienna, VA 22181. Funds received will be distributed to reflect Wendell's special interests and charities.

At a celebration of Wendall's life, several students who had participated in the Student Naturalist program (including one from the first class) spoke highly of how Wendall was such a positive influence in their lives. As I listened to the wonderful comments, I reflected on all the wonderful teachers I have met in my career in Kansas. I was reminded of the contributions you, like Wendall, have all made to the success of the current citizens of Kansas, and the contributions you will make to the future citizens of our great state.

Though few of these students will ever come back and tell you personally of what you have meant in their lives, rest assured that your contribution is immense. While we may not all share the limelight which Wendall deserved and filled with his passion, we all can and should take pride in what we have contributed and accomplished.

CNAH RESEARCH REQUEST Number 4

The Center for North American Herpetology
Lawrence, Kansas
<http://www.cnah.org>
5 August 2004

>
Common Snapping Turtles and Styrofoam - A Call for Information

I recently received a message about a turtle die-off in northeastern Wisconsin and then had a follow-up call that one of the not-so-fresh dead turtles was cut open to examine stomach content. The turtle, a Common snapping Turtle, had a bunch of white Styrofoam in its stomach that was one of those small night crawler boxes prior to consumption. The caller wondered if the smell of the worms had caused the turtle to be attracted to the box or if it simply went after the white Styrofoam. This is one of several reports I have received in recent weeks about turtle die-offs, usually involving a small number of turtles. Die-offs at this time of year are usually uncommon to non-existent here as most usually appear to be associated with over wintering mortality or post-emergence die-offs of weakened animals. I am writing to see if anyone has documented or found anecdotal information regarding the threat of Styrofoam to turtles and whether the discarded night crawler box issue is cause for concern related to turtle survival. I tend to see these discarded boxes almost everywhere I see fishing activity, so this

KABT Newsletter V43 N2

problem could be a potentially serious one for turtles if consumption causes mortality.

>
> Respond to:
>
> Robert Hay
> Cold-blooded Species Manager
> Wisconsin Department of Natural Resources
> Endangered Resources Program
> P. O. Box 7921
> Madison, WI 53707
> (608)267-0849
> fax-(608)266-2925
> email: robert.hay@dnr.state.wi.us
>

NEWS RELEASE

From: Joseph Collins
The Center for North American Herpetology
Lawrence, Kansas
www.cnah.org
30 June 2004

The latest version of the "Names of the Reptiles and Amphibians of North America" has been posted on

<http://ebeltz.net/herps/etyhome.html>

New scientific names have been added and biographies updated. In addition, the coding has been tightened up to html 4.01 standard and validated on all pages. This new format makes the list easier to use.

For those who are taxonomists, this list is not an effort to codify currently accepted scientific taxonomy or nomenclature. It merely translates the scientific names which have been put forward for the reptiles, turtles, crocodilians, and amphibians of North America. Names that have been sunk are retained (some of them may come back to life later).

New scientific names and the original descriptions thereof are always being sought by the author. If you see anything on these lists to which you would care to contribute, your suggestions are welcome and you will be listed in the acknowledgements as a contributor. Contact Ellin Beltz at

ebeltz@ebeltz.net

Please feel free to send this link to other members of the herpetological community.

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www.mcbionews.com

Sample newsletters can temporarily be accessed at <http://home.comcast.net/~mcbionews>. After Oct 1, they can be accessed at www.mcbionews.com. Additional information about the content and format of the newsletters can be obtained at these sites. (This advertisement paid for by McDonald Publications)

Rates

This newsletter is marketed to School Districts, not to individuals. Each subscription will receive both *Elementary Biology* (elementary edition) and *Today's Biology* (secondary edition). Subscribing entities may distribute either or both editions to as many individuals in their District as they choose, including all employees and students. Subscription prices are based on the number of certified employees.

Certified employees	Rate
1–99	\$25
100–249	\$50
250 - 4	\$125
500–999	\$250
1000 +	\$500

Kansas Association of Biology Teachers
Fall Conference
Saturday, September 25, 2004
Hubbard Hall, Wichita State University
Wichita, KS

- **8:30 AM - Registration**
- **9:00 AM - Conference starts**
- **11:30 AM - Lunch and KABT general meeting**
- **12:30 PM - Field trip to Botanica**

The conference will have breakout sessions on Gender Identity, GIS in Biology, Plant Tissue Culture techniques, Philanthropy in Science Education, Mini-posters in Biology Labs, Favorite Lab -share, Evolution Labs, and others TBA. Afternoon field trip to Wichita Botanical Gardens.

Registration: *\$15 members, \$25 non-members (not first-time attendees), \$30 includes membership and registration.*

NOTE -Non-members that are first-time attendees or pre-service teachers will only pay \$15 for registration and they will receive a free membership. This is a huge benefit for first-timers. Veterans—how about bringing a new teacher with you?

. Registration includes snacks, beverages, and noon meal on Saturday. RSVP to Bill Welch for meal planning via email at bwelch@usd263.k12.ks.us or phone 316-214-6766.

Education News by JR Schrock, ESU

“Kansas has fewer people going into education, **we lose 42% of our educators in the first seven years of practice, and 35% of our teachers and 50% of our school district leaders are eligible for retirement in the next five years**” according to a July report by Kansas Education Commissioner Andy Tompkins to the KSBE. In a June 23 *Education Week* article profiling the shift away from standardized testing and teach-to-the-test coursework in **Singapore**, the public education director of FairTest notes: “Singapore is an advanced warning of test-fixated education; the fact that other **Asian nations are moving away from this testing obsession** to a more flexible one should remind American policymakers not to lose the positive parts of our education system.” The same issue profiles **U.S. average teachers salaries at \$45,646**, principals at \$86,160 and superintendents at \$125,609 but the Great Plains region is the lowest of all for teacher salaries. How **NCLB neglects “gifted” children** and focuses only on struggling students to make AYP is the topic of an excellent essay in the June 23 *Education Week*, page 40. The number of Texas teachers who graduated from regular programs dropped from 70% in 2000 to below half in 2003; **most new Texas teachers now enter through alternative certification** programs according to a report available from www.sbec.state.tx.us/SBECOnline/default.asp. The May 8 issue of *Science News* includes a summary of **research on the neural development of teenagers** showing they may not reach maturity until age 21 or 22. A Gallup Poll found 22% of high school girls and 24% of boys **prefer math more than any other subject**, with only 13% preferring English and **12% preferring science**, with the poll available at www.gallup.com. The **Council for Basic Education**, a national organization promoting liberal arts education (and the agency that was brought in to inspect the controversial Kansas Science Education Standards in 1998-99), **has closed down** due to lack of foundation funding; the CBE issued a report earlier this year stressing schools are slighting other subjects because state and national standards were only measuring reading and math. In contrast to teachers who have found the internet to be loaded with pseudoscience and commercial junk, using Google is compared to the use of the audience on *Who Wants To Be a Millionaire* by commentator James Surowiecki who asserts that “collective intelligence will get you the best answer possible. Google, and it shall be given” in the May 24, *Forbes*, page 48. **A border collie named Rico has the ability to retrieve objects by name** as well as a new item among familiar items, a skill level matching parrots and chimpanzees; commentators question whether the dog knows the words refer to categories (June 11 *Science* and June 12 *Science News*).

Biology News by JR Schrock, ESU

Research that allows the use of **a fourth nucleotide to form a codon**, and allows the organism to **make a protein with an amino acid beyond the basic set of 20** is reported in the *Proceedings of the National Academy of Sciences* and summarized in the May 15 *Science News*, page 309. The rate of tooth enamel growth indicates that **Neanderthals reached maturity by the age of 15** (April 29 *Nature*). A species of **tropical poisonous skin frog may be acquiring its toxic chemicals from ants in its diet**, according to research by John Daly in the *Proceedings of the National Academy of Sciences*. Researchers in the July *Trends in Genetics* contend that **bacterial genes for brain-cell signaling jumped into the early animal lineage** because they are absent from plants and intermediate organisms (also see June 12 *Science News*).

Japanese scientists have successfully altered the genes in unfertilized mouse eggs in order to use them to fertilize another mouse egg; 457 attempts resulted in 371 embryos but only 10 made it to birth and one survived to adulthood (April 22 *Nature*). In contradiction to earlier studies, and re-analyzing many of them, researchers report in the May/June *Psychosomatic Medicine* that “Research...has failed to provide convincing evidence that psychological phenomena such as ‘giving up’ or ‘holding on’ can influence the timing of death.” Recent **immigrant children** comprise 65% of the finalists in the U.S. Math Olympiad team, U.S. Physics team, and InTel Science Talent Search finalists...again, summarized in the July 28 *Educ. Week* and available at www.nfap.net. Ten teachers and a principal that purchased their degree from Saint Regis University in Liberia were disqualified from teaching in Georgia, see *Educ. Week* for July 28.

Ernie Brown Named Kansas Outstanding Science Educator of the Year

This spring, the Kansas State University chapter of Sigma Psi, a science honorary, named KABT’s own Ernie Brown as the Outstanding Science Educator of the Year for Kansas. Nominations are taken from throughout the state. Awardees are honored for their outstanding contributions to science education. Ernie was honored at ceremonies in Manhattan this spring. Congratulations Ernie!!!

Greg Schell Resigns From KSDE Science Advisory Post

Kansas has lost a valuable asset and ally for quality science education. Greg Schell, Kansas State Department of Education science advisor, has returned to the classroom. Greg resigned his post in Topeka this summer to take advantage of the opportunity to teach in the Olathe School system. Greg lives in the Olathe area and, no matter what his personal motivations in making this move, I’m sure he won’t miss the daily commute to Topeka. We’ll miss you Greg and good luck in your new position. As of publication, no replacement has been named.

Your lab or paper can occupy this space in the next issue. KABT likes to include lab ideas in its newsletter but none have been submitted for this issue. Additionally, KABT likes to include interesting student work in this its newsletter. Finally, this editor would like to increase the amount of reader comment and interaction and so we welcome letters-to-the-editor. Send any of the above as an attachment to biologyctrack@hotmail.com.

e-Skeletons Project

From Alton Biggs and the Texas Association of Biology Teachers

A gorilla could never pass for human. However, primates are alike in many ways. To help students recognize the underlying similarities and differences among human beings, gorillas, and baboons, anthropologist John Kappelman of the University of Texas, Austin, created this site. Users can study digital photos of the skull and other bones from multiple angles and highlight anatomical details. For example, color-coding pinpoints the different bones in the skull. The student can click to delineate muscle attachments, processes, tooth cusps, and other skeletal landmarks, or to see the points where one bone articulates with another. Another feature lets you juxtapose bones from different species. Chimpanzee and orangutan skeletons will be added to the site soon.

<http://www.eskeletons.org>

Grant Opportunities

Try the following website if you are trying to stretch your limited science budget. Grants provide an excellent opportunity to do so.

<http://www.enc.org/features/calendar/unit/0,1819,205,00.shtm?ls=eu>

Free Resources from *Nature Reviews*

***Nature Reviews* offers a Proteomics collection, including highlights, reviews and perspectives from *Nature Reviews Molecular Cell Biology*, *Nature Reviews Genetics*, *Nature Reviews Cancer* and *Nature Reviews Drug Discovery*. This collection provides a comprehensive overview of the latest advances in proteomics research.**

Examples of articles include:

Proteomic analysis of cancer-cell mitochondria

Mukesh Verma, Jacob Kagan, David Sidransky and Sudhir Srivastava

The abc's (and xyz's) of peptide sequencing

Hanno Steen and Matthias Mann

Clinical proteomics: translating benchside promise into bedside reality

Emanuel F. Petricoin, Kathryn C. Zoon, Elise C. Kohn, J. Carl Barrett and Lance A. Liotta

Protease degradomics: a new challenge for proteomics

Carlos López-Otín and Christopher M. Overall

All these articles are available online at no charge for six months at:

www.nature.com/reviews/focus/proteomics

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KABT Regions

Cheyenne	Rawlins	Decatur	Norton	Phillips	Smith	Jewell	Republic	Washington	Marshall	Nemaha	Brown	Doniphan	
Sherman	Thomas	Sheridan	Graham	Rooks	Osborne	Mitchell	Cloud	Clay	Riley	Pottawatomie	Jackson	Atchison	
Wallace	Logan	Gove	Trego	Ellis	Russell	Lincoln	Ottawa	Dickinson	Cleary	Wabaunsee	Hawnee	Wauzatcha	
Greeley	Wichita	Scott	Lane	Ness	Rush	Barton	Elsworth	Saline	Morris	Lyon	Osage	Franklin	Miami
Hamilton	Kearny	Fairfax	Hodgeman	Paunee	Stafford	Reno	Harvey	Butler	Greenwood	Woodson	Allen	Bourbon	
Stanton	Grant	Haskell	Gray	Ford	Kiowa	Pratt	Kingman	Sedgwick	Butler	Elk	Wilson	Neosho	Crawford
Morton	Stevens	Seward	Meade	Clark	Comanche	Barber	Harper	Sumner	Cowley	Chautauque	Montgomery	Labette	Cherokee

Counties In Region 1

Cheyenne, Decatur, Ellis, Gove, Graham, Logan, Norton, Osborne, Phillips, Rawlins, Rooks, Russell, Sheridan, Sherman, Smith, Thomas, Trego, Wallace

Counties, In Region 2

Chase, Clay, Cloud, Dickinson, Ellsworth, Geary, Jewell, Lincoln, Lyon, Marion, Marshall, McPherson, Mitchell, Morris, Ottawa, Pottawatomie, Republic, Rice, Riley, Saline, Shawnee, Wabaunsee, Washington

Counties In Region 3

Atchinson, Brown, Doniphan, Douglas, Franklin, Jackson, Jefferson, Johnson, Leavenworth, Miami, Nemaha, Osage, Wyandotte

Counties In Region 4

Barber, Barton, Clark, Comanche, Edwards, Finney, Ford, Grant, Gray, Greeley, Hamilton, Haskell, Hodgeman, Kearny, Kiowa, Lane, Meade, Morton, Ness, Pawnee, Pratt, Rush, Scott, Seward, Stafford, Stanton, Stevens

Counties In Region 5

Butler, Coffey, Cowley, Harper, Harvey, Kingman, Reno, Sedgwick, Sumner

Counties In Region 6

Allen, Anderson, Bourbon, Chautauqua, Cherokee, Crawford, Elk, Greenwood, Labette, Linn, Montgomery, Neosho, Wilson, Woodson

Your membership **expiration date** can be found on your mailing label. Starting immediately, all dues received before June 30th will be applied to the current year if you are past due. If your dues are current, they will apply for the extended year of your current due date. Dues received and postmarked between June 30th and September 30th will be applied to the next year of membership.

KABT Membership Application or Renewal Form—ONLY USE CURRENT NEWSLETTER FORM!

Name: _____

(Mr.-Mrs.-Ms.-Dr.-Miss) First Name Last Name

Mailing Address: _____

City: _____ County _____ State: _____ Zip: _____ - _____

School/Institution: _____

Position: _____

City: _____ State: __ Zip: _____ - _____

Phone: Work (____) _____ - _____ Home: (____) _____ - _____

FAX: (____) ____ - _____ Email Address: _____@_____

Enclosed Dues For KABT **\$15/Year(\$5 Student)**—Life Membership Available For **\$300**

National Association of Biology Teacher Dues: **\$65.00 / Year**

Dues Payment For Next Year Must Be Received Between Dates Of June 1st to September 30th
Dues Received On Dates Preceding June 1st Or After September 30th Will Be Applied To Current Year

Make Check Payable To KABT - Tax ID #: 48-0945206

Send Dues & Information To:

Kansas Association of Biology Teachers

18258 W. 157th Terrace

Olathe, KS 66062



Kansas Association of Biology Teachers

EVENT CALENDAR

- 18 Sept. 2004 KAS fall field trip, S.E. KS [Schermerhorn Park, etc.]
- 25 Sept. 2004 KABT fall meeting, Wichita @ WSU
- 1-3 Oct. 2004 KWS annual meeting, Sedan KS
- 1-3 Oct. 2004 KOS annual meeting, Baker U., Baldwin City KS
- 2 October 2004 KESTA meeting/field trip, Neodesha KS
- 2-3 Oct. 2004 KHS fall field trip, Webster Lake, Rooks Co. KS
- 7-8 Oct. 2004 KC-TWS fall meeting w/ OK-TWS, Woodward OK
- 15-16 Oct. 2004 CPSM annual meeting, FHSU, Hays KS
- 29-31 Oct. 2004 KSS fall meeting, KS Red Hills
- 4-6 Nov. 2004 KACEE annual meeting, Dodge City KS
- 6-7 Nov. 2004 KHS annual meeting, KSU, Manhattan KS
- 10-13 Nov. 2004 NABT annual convention, Chicago IL
- 15 January 2005 KABT winter board meeting, Camp Williamson; Kanopolis Lake KS
- 18-29 March 2005 KAS annual meeting, JCCC; O.P. KS
- 20-25 March 2005 Spring break for KS regents schools
- 23-24 April 2005 KOS spring field trip meeting, Pratt KS
- 30 Apr-1 May 2005 Wings 'n Wetlands weekend, Great Bend KS
- 4 June 2005 KABT spring field trip
- 24 Sept. 2005 KABT fall meeting/conference
- 5-8 Oct. 2005 NABT annual convention, Milwaukee WS
- 4-5 Nov. 2005 KACEE annual meeting, Hutchinson KS

For anyone interested in acronym explanation and/or further information, please contact S. Roth. Also contact S. R. if you have other calendar events of interest to KS biology teachers.

