Perhaps the most desirable attribute of this method is the speed with which slides may be prepared. I have literally prepared 30 slides for a lecture an hour before it is scheduled to begin.

Camera settings and exposure times for all of the methods previously mentioned are summarized in Table 3.

Table 3. Summary of Suggested Exposures for Slide Making

<table>
<thead>
<tr>
<th>Film</th>
<th>Exposure Flood Lamps</th>
<th>Exposure Electronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kodak Kodachrome 64</td>
<td>not recommended*</td>
<td>1/30 sec. at f8</td>
</tr>
<tr>
<td>Kodak High Contrast Copy</td>
<td>1/2 sec. at f8</td>
<td>1/30 sec. at f8</td>
</tr>
<tr>
<td>Plus X Pan</td>
<td>1/30 sec. at f22</td>
<td>not available</td>
</tr>
<tr>
<td>High Speed Duplicating</td>
<td>20-30 secs. at f5.6</td>
<td>not recommended**</td>
</tr>
</tbody>
</table>

*Use of daylight color film is not recommended for this purpose because the film is not balanced in terms of color temperature for tungsten lamps.

**The fine grain of this film dictates that it is very slow in speed and not applicable for use with electronic flash synchronization.

GREEN THUMB BOTANY -- GENERAL BOTANY FOR THE NON-MAJOR

Derek A. MacCracken
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General Botany courses often have significant numbers of non-majors enrolled in them because "Botany is plants and I will learn all about my house plants." However, General Botany is usually designed to give the biology major a good solid background in plant structure, physiology, and reproduction with considerable time spent on a survey of the plant kingdom. Non-majors benefit from exposure to all of these aspects of botany but for many of them there is too much emphasis on details they see as irrelevant. Our Green Thumb Botany is an attempt to create a course which covers the same concepts as a General Botany course would, though not to the same depth in all areas, in a way that serves the
needs of the non-biology major. We are not claiming to have created a "new" course concept but this approach was novel to us and perhaps might be applicable to the teaching situations of other AMCBT members. If others have tried a similar approach and could offer suggestions based on their experience we would appreciate hearing from them.

In Green Thumb Botany we spend approximately one half of our lecture/laboratory sessions on basic botany -- the classical anatomy and morphology of root, stem and leaf, photosynthesis, respiration, transpiration, growth and development, and a survey of the plant kingdom. In these classes and in the remaining portion of the course emphasis is placed on applying the botanical concept to the growth of house plants. For instance, a discussion of transpiration relates to humidity requirements of house plants and watering regimes or a discussion of plant hormones leads naturally into ways of controlling branching of house plants and into the rationale for the suggestion that house plants should be turned once a week. After the plant kingdom is discussed the use of lower plants in terraria or the occurrence of algae in water gardens can be dealt with effectively. The lecture/laboratory sessions on propagation and soils are dependent on the student's awareness of stem structure and hormone action and the relationship between root structure, respiration and the components of soil.

We have found that the presentation of basic botany in such a way that the students can see an immediate application overcomes the reluctance of non-biology majors to study botanical principles. Student acceptance of this approach to teaching botany has been extremely good and there are always more students wanting to enroll than we have facilities for.

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BIOLOGIST - Early retiree. Interested in short term (to one year) teaching and development projects. Primary interests in introductory courses. Background strongest in physiology and field studies. John R. Carlock, 3223 East Enos Avenue, Springfield, IL 62702 (c/o Carroll Kemp).

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FALL CONFERENCE

MARSHALLTOWN COMMUNITY COLLEGE
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