

PREFACE

Interaction of Experiments and Ideas differs considerably from the kind of biology course usually found at the senior high school or beginning college level. This BSCS course is an outgrowth of the underlying principles that have guided the BSCS program from its inception. The principal focus of *Interaction of Experiments and Ideas* is upon laboratory investigations that may take days or even weeks to complete and that often require parallel study of the literature.

The BSCS Second Course was born in the minds of a group of university biologists and high school teachers who believe that the best way to teach a second course in biological science is to involve students in activities that are most like those of the professional biologist. The authors believe that this approach to learning science is of as much value to the layman who takes a course in biology as to the potential biologist.

The success of the Second Course depends not only on what is presented, but also on how it is presented. The student's edition is not self-contained in the usual sense; this is where the teacher's edition has its role—to serve as a companion to the student's edition. The teacher's edition contains photographed pages of the student's edition and a great deal more. It is not intended merely as an "answer book," as a guide to preparing solutions, or as a list of bibliographical references, although it does contain all these. Wherever possible, the textual material that would reveal answers to questions or solutions to laboratory investigations has been omitted from the student book and placed in the teacher's edition. This edition also contains numerous pages of information relative to teaching the course. The teacher's edition pages are numbered independently of the student's book. Since the pages from the student's book are photographically reproduced, their page numbers will appear the same in the teacher's edition. The margin sometimes contains answers to questions asked the students, comments relating to work the students are doing, and other comments deemed applicable to teaching the Second Course. The blank areas of the margin may be used by the teacher for notes and plans for presenting the course.

Only a classroom teacher can accurately anticipate and deal with the diverse ability of his students. No text, laboratory manual, or teacher's guide can hope to match the capacity of the individual teacher in his ability to encourage students towards greater achievement in education.

The authors believe that if the suggestions in the teacher's edition are carefully followed, the student will gain a rich experience from the study of biology.

NORMAN ABRAHAM
Supervisor