MIDWEST BIOSCENE

ASSOCIATION OF MIDWESTERN COLLEGE BIOLOGY TEACHERS V. 4 #1 September, 1977

SOCIAL IMPLICATIONS OF BIOLOGY

21st ANNUAL MEETING

MONMOUTH COLLEGE
MONMOUTH, ILLINOIS

OCTOBER 7 - 8, 1977

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MONMOUTH COLLEGE
MONMOUTH, ILLINOIS

Welcome to Monmouth College, Members of the Monmouth faculty and staff want to assist in all feasible ways in helping to make your visit with us pleasant and enjoyable and your meeting stimulating and fruitful.

We hope you will have an opportunity to visit the library and other facilities while on our campus and that you will return often.

Sincerely,

DeBow Freed
President

"YES, VIRGINIA, THERE IS A MIDWEST BIOSCENE."

Following the un-issue you received last spring a number of bright moments have lightened some of your editor's days. Br. Charles had promised an article describing his approach to what some might consider one of the less exciting areas of biology. But how wrong they would be to consider plant anatomy at St. Mary's dull and uninteresting: Bob Owens submitted copy of his report at the Des Moines meeting, just one day toolate to be published last spring, but it is included now, ready to be shared with the entire membership, not just these few who attended that section of the Annual Meeting. In addition there is other copy in the editor's hands, promised of more to come, as well as a few brief notes. But not enough for even one more issue. For the publication to function, we really need a year's backlog.

Some asked "When should we send in copy?" "Would an article on ____ be appropriate?" The answers are YES and NOW. In the past the editor has led a "hand to mouth" existence. It has been impossible to plan an issue, to give a variety of material or type of article in each issue. In some cases the review process has been hampered. If the editor could have ten or twelve articles on hand, I am sure the quality of the publication, its level of interest, and the value to the membership would improve. News notes can always be published, as long as they are received a few days before publication. As a reminder suggestions as to material which is appropriate for Midwest Bioscene and manuscript requirements which were published earlier are repeated here.

Articles - 1) Review of your speciality as an aid to the college biology teacher with major interests in other areas.
2) New programs
3) Laboratories that work
4) Teaching techniques applicable to college biology
5) Anything which you believe would be of interest to the membership

Notes - Questions, answers, activities, things to share, other meetings and programs of interest, positions open, positions desired, etc.

Letters - 1) Your response to anything published.
2) Your suggestions for improvement of AMCBT and its activities.

Articles from all biology teachers, members and nonmembers, are solicited. Manuscripts should be submitted in duplicate, typewritten double-spaced. The Style Manual For Biological Journals published by AIBS should be consulted if questions of style arise. Manuscripts will not be returned unless so requested and accompanied by a self-addressed stamped envelope.

Thanks to all who made this issue possible, to those who have already contributed to future issues, and to those who will. Start to write your contribution now, and put it in the mail soon.

MIDWEST BIOSCENE Published by the Association of Midwestern College Biology Teachers, AMCBT Central Office, Illinois State University, Normal, IL 61761. Subscription free to AMCBT members. Published quarterly; September, November, February and May. Editor: John R. Carlock. Opinions expressed by authors are their own and are not necessarily those of the Association nor the institutions with which the authors are affiliated.

AN ECOLOGICAL APPROACH TO STRUCTURAL BOTANY

Brother Charles Severin
Saint Mary's College, Winona, Minnesota 55987

The entering college student may take general biology, which includes more or less about plants. He/she then may know quite a bit about representative examples of leaves, stems, roots, flowers and fruits, along with some classification and the physiology of transpiration and photosynthesis. Some students would like to take further work in botany. General botany would be repetitious-- "just more of the same". The student deserves a course which will challenge. Why not introduce a course in which structure and function are studied with reference to what makes the plant better adapted to some particular environs? A change of stress and purposes of study can build on previously acquired botanical knowledge which now becomes important background for a better understanding of the materials being studied. In ecology each organism of a plant community has a certain niche. Why not study what structures make a plant suitable for its niche?

The early plant ecologists were trained mostly in taxonomy and structure (Morphology), and to a lesser extent in physiology. Their ecological concepts were much influenced by their background knowledge of plant structure and function. Many present day ecologists know little of the structures which make possible the successful occupancy by the plants which live there. They are long on the study of the gross composition of the various biomes and the factors affecting them, but short on the knowledge of the structural composition of the particular organisms which make up each community. They are in about the same stage the cell biologists were before they commenced adding knowledge gained by studies of ultrastructure and molecular biology. Why not travel the complete circle in ecology by opening a "new" avenue of interest to our embryonic ecologists with a study of the modifications of plant structures which are related to the survival of plants in particular areas?

The sequence of subject matter could be the traditional root-shoot-fruit sequence, or one involving reactions to water, light, temperature, other organisms and other environmental factors. In either sequence the organisms studied will have been chosen because they have certain structures which seem to make it possible for that particular plant to grow successfully in the places where they are normally found. Students may pester you with such questions as WHY? and HOW COME?, both of which are difficult-to-impossible to answer. Many students may believe that you should be able to say, "This plant has this structure BECAUSE.....". But teleology has no place here. In fact, it would be stultifying. But often the HOW, BY WHAT MEANS are challenges which have at least partial answers which the better students can enjoy finding. If the basic ideas of universal variation are well understood along with that of selective action of various environmental factors, non-living as well as living, the survival of some organisms and the elimination of others will be more easily accepted.

As to course content: there is a wealth of materials pertinent to ecology which are readily available for study. In general they include: structures such as extensive conducting systems and mechanical support tissues for the display of leaves which evolved as plants moved from aquatic to terrestrial habitats; structures which evolved as plants invaded terrestrial areas varying greatly in soil, available moisture and light exposure; and evolved structures which affect transpiration such as the reduction in sizes, numbers and duration of leaves, succulence and the development of cutin and periderm.

A specific example of a common plant part showing certain, for it, survival structures which is readily available for study is the grass leaf. Grasses are notable for their ability to withstand periods of low available water. Consequently, they can survive in places where the rain fall is low and/or very seasonal (prairie and plains). Structural adaptations for this are numerous. One set of structures is easily studied in the common blue grass, Poa pratensis. It is usually available for laboratory study and its structural features may be an "eye-opener" for students.

If fresh blue grass leaves are allowed to dry for a short time they fold so that their upper surfaces come together. If students make freehand cross sections of these leaves they find the arrangement of structures somewhat different from that which they may have studied in a typical leaf which has the heavier layer of cuticle on the upper side and most of the stomata on the lower side. In the grass leaf the stomata are practically all on the upper side and the cuticle layer is notably heavier on the under side. Also, the spongy mesophyll is immediately under the upper epidermis. How these leaf modifications operate effectively for survival of the blue grass becomes more evident when we study another modification of the upper epidermis in the region of the midvein. Here we find two long, narrow bands of cells adjacent to and parallel with the midvein which become quite bulbous when turgid and force the leaf to become flatly open. When the cells become flaccid, due to reduced available water, they allow the leaf to fold closed. In the folded condition the leaf faces containing the stomata are now in a saturated atmosphere which allows gas exchange for respiration and photosynthesis, at a reduced rate, but sufficient to maintain living conditions without losing a significant amount of water. The thick cuticle of the lower epidermis assists in preventing water loss at this time too.

Ideally the course should be laboratory centered. Field observations made at collecting sites should include the physical conditions of the area and at least macro-studies of the plant structures made from free hand sections examined under hand lenses. Later, more detailed studies with microtomes, microscopes and vital dyes can be checked against basic plant anatomy texts and journal articles. The structures observed and their probable functions can be discussed in the light of student observations and readings. During the discussions the instructors can check and correct student findings and interpretations. They can suggest additional structures which might be observed and can stimulate enthusiasm for more intensive study.

There are no texts written specifically for a course of this kind. However, Plant Anatomy by Esau is excellent for a comprehensive study of each of the basic plant structures and many of their variations. It is the best reference. But a more important feature of this course should be reading the plants themselves and interpreting their structures in relation to the conditions of the environment in which they are usually found. Agassiz's maxim, "Study Nature, not books." applies here. But possibly it might be amended to read, "Study the plants, then the books, then the plants again to see what you missed in the first study." When studying aquatic vascular plants, especially the emergents, the structures described and to some extent interpreted ecologically in the Biology of Aquatic Vascular Plants by Sculthorpe is a most useful reference. A bibliography of pertinent articles for each unit of the course will be found quite helpful for your more inquisitive students.

Students who have taken this course at St. Mary's College during the past several years feel that it has broadened their ecological concepts.

* * * * *

HEALTH TECHNICIAN EDUCATION: THE BIOLOGIST IN A SUPPORTIVE ROLE

A presentation at the Twenthieth Annual Meeting of AMCBT. The presentation was accompanied by approximately 40 color slides.

F. Robert Owens, Chairman, Life Sciences Division
Parkland College, Champaign, IL 61820

A "supportive role" for the Biology faculty is the main theme and presupposition of this presentation. The Biologist's role in the education of health care providers is much less weighty than the role of Technical faculty which is, in this presentation, composed of health care practitioner-teachers. This lack of "weight" is easily recognized by student, faculty and administration alike - based upon items such as instructional knowledge of health care, the amount of the student's time devoted to the technical facets of the program and the cost of the program - particularly clinical instruction. However, for many Biologists who have been accustomed to working with Biology majors and who see their functions as primary to the ultimate success of program products, a supportive role is uncomfortable at best.

To understand the situation and to examine potentials for improving the relationship between Technical faculty and Biology faculty, let me share some personal observations of the current problem, as well as some possible solutions which Parkland College has been working with over the last several years.

One of the most common problems is the separation or isolation of Biology and Technical faculties. Evidence of this problem can be seen in the curricular composition of course offerings which often result in a duplication of effort. It is not uncommon to find a Biology course and a health career course offering the same content in the semester of a program. Other isolating factors include faculty roles and responsibilities, professional identity - particularly in the health careers as applied to the conflict between practitioner and educator identification - and differences produced through academic preparation. One might also add other isolating factors such as program accreditation, licensure, professional organization pressures and local practitioner input (via Advisory Committees). Then, it's no surprise that the Biologist often finds himself or herself becoming a part of a process which fits students to a prescribed mold for success and banishes the "nonfits" to other fates.

The faculties' contact and communication is further restricted by a second factor which we will call institutional organization. This is visually observed by campus provisions for separate "territories" - which in this case are represented by physical facilities including faculty offices, classrooms, often libraries, and in some cases even food service arrangements. One soon discovers that territories are often a by-product of an institutional organization which separates Careers or Vocational/ Occupational areas and General Studies or Liberal Arts and Sciences areas.

A third isolating factor is instructional costs which in the health careers are quite substantial. As program costs have spiraled upward, institutional adminstration has been forced to carefully examine the program's value to the community and, in many cases, to trim spending - which usually occurs in "supportive" areas such as Anatomy, Physiology and Microbiology. In the last few years, such program evaluation has become a constant presence in health career education.

Student enrollment and the effects of a greatly altered job market have created an additional problem for the community college biologist. As health career interest and job availability have increased, a loss in job market has cut into the number of Biology majors (particularly in research and teaching opportunities). This situation hasn't created any flow of love between the two faculties under examination.

A final issue involves the efforts of faculties to become formally organized into arbitration units. Currently, this is a peripheral issue - but one that has not improved the picture for the student, for unionization in most cases hasn't addressed student or other more academic needs of the institutions.

We may argue that the factors presented are not totally realistic or that many other issues are equally important, but I believe that most of us would agree that the situation is not particularly pleasant or productive for many institutions of higher learning. However, there are bright spots, and I would like to offer some potential solutions to the problems. Many of these suggestions will not be realistic for you individually and are offered as examples of my experience only - and may only be realistic for my own home situation. First, I believe that it is reasonable to expect faculty to participate with administration in the examination of program costs and the subsequent evaluation of program efforts and that through this will come arbitration of the issues and, hopefully, will produce understanding between faculties - and administration - as to those factors which produce a quality education at realistic costs. This process must include a curricular examination and the necessary role required of the Biology faculty. This is possible and has been accomplished through faculty work sessions in which representatives of both Technical and Biology faculty meet. These sessions normally address not only the institutional experiences of the student, but also allows the Biology faculty to become more meaningfully a part of the admissions process - particularly as admissions relates to science requirements and transcript evaluation.

Curricular alterations are most easily facilitated when such techniques as audio-tutorial, computer assisted instruction, or other team-teaching procedures are utilized. Laboratories which utilize independent study modular learning are ideal for individual student attention, not only from instructional personnel, but also in that they permit altered modules to address specific program needs. Thus, a general core of subject matter could have accessory modules which are designed to meet program differences between health careers and could be implemented not only by written materials, but also by videotape and audio casettes. Modular systems that are team taught also has meant less personal confrontation and more objectivity between faculties when changes in curricula are discussed.

A decrease in isolation can also be facilitated through the evaluation of faculty. This can involve examination of such items as faculty self-evaluation, student evaluations and administrative evaluations which assess participation in learning process beyond meeting classes.

The evaluation process that I work with has been designed and approved by the faculties in both the Health Careers and the Biology Sciences. It's been my experience that when the Biology faculty understand and work in a support role and the technical faculty sees demonstrable evidence that the Biology faculty isn't trying to produce Biology majors, then it's possible to expect real faculty communication. Two interested, willing instructors can breech the faculty gap, share curricular needs, and actually participate in classroom sessions together - and, thereby, demonstrate the same possibilities to other faculty. From this level of sharing, other benefits occur such as exchanges of instructor roles, participation of Technical and Biology faculty in cross-area curriculum meetings, and getting more out of technical courses by "reassigning" duplicated material to the Biology area.

Many community colleges have addressed the need to simplify the organizational systems. From this has arisen an organizational chart which mixes Biology and Technical faculties in the same administrative unit such as a Life Science Division. The Divisional approach has also permitted a sharing of territory which can be seen in office clusters that require contact between Technical and Biology faculty; common storage and materials distribution centers; sharing of laboratory equipment; and clerical pooling. It may even be possible to have faculty sharethe campus with their classes on a pleasant

Spring day.

I have been privileged to work with a faculty that has decided to work together in identifying student needs and building career options around those individual needs. It is my hope that others may also have this same experience.

* * * * *

HAVE YOU HEARD ABOUT?

AIBS GUIDE FOR PROVIDING SCIENTIFIC TESTIMONY AIBS has announced a 1977 edition of A GUIDE FOR PROVIDING SCIENTIFIC TESTIMONY. This 1977 edition is an updated and expanded version of the original edition prepared in 1975. The new Guide includes a section on the changes in the Tax Law resulting from the Tax Reform Act of 1976 that affect the "lobbying rights' of scientific organizations. The 1977 Guide is especially designed to assist the individual scientist and the leadership of scientific organizations in sharing scientific information and viewpoints with legislators.

The Guide is available at $2.50 per copy ($2.00 for AIBS members). Discounts for quantity orders are: 10-100 copies, 10% discount; over 100 copies, 15% discount.

Order from: Department of Public Responsibilities
American Institute of Biological Sciences
1401 Wilson Blvd.
Arlington, VA 22209

TEACHING MATERIAL FOR ENERGY RELATED TOPICS William H. Gilbert, Center for the Study of Human Interaction with the Environment, Ottawa University, Ottawa, KS 66067 calls the attention of AMCBT members to the following material.

Multiple copies of the following article are available on request to instructors teaching energy-related topics to high school (jrs & srs) and college classes:

> Robel, Robert J. 1977. "Energy: The National Situation". Occasional Report No. 1, Environmental Studies Program, Ottawa University, Ottawa, Kansas 66067. 10 pp. 2 figures, tables.

Dr. Robel is Chairman of the Kansas Energy Advisory Council and Acting Director of the Kansas Energy Office. He has also served recently as Project Manager for Energy Problems in the Office of Technology Assessment of the U.S. Congress, Washington, D.C.

ASSOCIATION NEWS

NOMINATING COMMITTEE REPORT The formal report of the Nominating Committee will be made at the 1st Business Session, Friday afternoon. Nominations from the floor can be made at the second Business Session, Friday evening. Balloting will take place Saturday morning.

David Finley, Chairman of the Nominating Committee, indicates that the following individuals have accepted nomination.

For President-elect

W. G. Bennett, Iowa Central Community College, Ft. Dodge, Iowa
Phyllis Kingsbury, Drake University, Des Moines, Iowa

For Member-at-Large (Two to be elected)

William Dolak, Rock Valley College, Rockford, Illinois
Harold Hansen, St. Olaf College, Northfield, Minnesota
Robert Kuster, Southeast Missouri State College, Cape Girardeau, Missouri
Kathryn Smith, Anoka-Ramsey State Junior College, Coon Rapids, Minnesota

STEERING COMMITTEE MEMBERS CHANGE POSITIONS Robert Buchholz, Chairman of Local Arrangements, is spending six months at Argonne National Laboratory, having started June 15. His working is in conjunction with the Argonne-ACM Program. His ACM students arrived July 10. Bob will be taking time off from a busy schedule of seminars, research programs, and visiting speaker presentations to come back to Monmouth to handle the local arrangements for the Annual Meeting.

Office

Dr. Robert G. Buchholz
Bldg. 200 - Chemistry
Argonne National Laboratory
9700 S. Cass Ave.
Argonne, IL 60439
Ph. 312/739-7711 x 3145

Home

8027 Janes Ave.
Apartment B
Woodridge, IL 60515
Ph. 312/968-6842

Janice Kemp, formerly of St. Mary's College, Notre Dame, IN, has been named a Danforth Fellow. She will be working at Miami University, Oxford, OH toward a doctorate in zoology.

Home

101 Merry Day Dr., #226
Oxford, OH 45056
Ph. 513/523-3921

M E E T I N G N O T E S

Lodging A list of motels in the Monmouth area is included. Make your reservation directly with the motel. Please note that many of the listings are in Galesburg, which is approximately twenty miles from Monmouth.

Parking Robert H. Buchholz, Chairman of local arrangements, reports that all parking in on a first come - first take basis. There is no charge and since no place is very far from Haldeman-Thiessen Science Center, there should be few problems. Parking is available on Seventh Street, by the Gym (#27 on the map) and on Broadway in front of the campus.

Phone contact An emergency phone contact for members at the meeting has been arranged. Call the Monmouth College Biology Office, 309/457-2021.

B R I N G A C O L L E A G U E

T O T H E A N N U A L M E E T I N G

----------Detach Here----------

Application for Membership
ASSOCIATION OF MIDWESTERN COLLEGE BIOLOGY TEACHERS

// Regular Member ($6.00) // Retired Member ($3.00) // New // Renewal
Dues payable July 1

Name_____ Date_____

Title_____ Department_____

Institution_____

City_____ State____ Zip_____

Address preferred for mailing_____

City_____ State____ Zip_____

Return to:
AMCBT Central Office
c/o John R. Carlock
Illinois State Univ.
Normal, IL 61761

TWENTY-FIRST ANNUAL MEETING
of the
ASSOCIATION OF MIDWESTERN COLLEGE BIOLOGY TEACHERS

MONMOUTH COLLEGE, MONMOUTH, ILLINOIS
October 7-8, 1977

SOCIAL IMPLICATIONS OF BIOLOGY

TENTATIVE PROGRAM

(All rooms in Haldeman-Thiessen Science Hall unless otherwise stated)

Thursday, October 6		
8:00 PM	Steering Committee	H-T 102
Friday, October 7		
9:00 AM - 2:00 PM	Registration	H-T Lobby
9:00 AM - 5:00 PM	Exhibits	H-T Library
9:00 AM - 12:00 Noon	Field Trip: Prairie & River Systems - Dave Allison & Milt Bowman, Monmouth College	H-T Lobby
9:00 AM - 12:00 Noon	Tours of the Building John Ketterer, Mounmouth College	H-T Lobby
9:00 AM - 12:00 Noon	Film Festival - Social Implications Don Scoby, North Dakota State Univ.	H-T 423
9:00 AM - 12:00 Noon	Media for Social Implications John R. Carlock, Ill. State Univ.	H-T 418
10:00 AM - 11:00 AM	Habitat modification at Cheyenne Bottoms NWR - Sherman C. Nystrom, Barton County Community College	- -
11:00 AM - 12:00 Noon	Workshop on Value Clarification Chairman: Janice Kemp, Miami Univ.	H-T 409
12:00 Noon	Open Lunch	
1:00 PM	General Session and First Business Meeting, W.J. Brett, Presiding Welcome DeBow Freed, President Monmouth College Report of Nominating Committee: David E. Finley, Lincoln University Announcements: Robert H. Buchholz, Monmouth College Opening Address: "Biology : Social Implications" Robert L. Burgess, Environmental Sciences Division, Oak Ridge National Laboratory	H-T 109
2:45 PM	Coffee Break	H-T Library
3:00 PM - 3:55 PM	Group Meeting I	
	A. Facts of Funding Leader: Wendell F. McBurney, IUPUI Recorder: Sister Ann Pollpeter, Viterbo College, Wisconsin	H-T 210
	B. Present Programs for Non-Majors Leaders: Edward Kos, Rockhurst College Russel TePaske, Univ. of N. Iowa	H-T 409

Friday, October 7 (Continued)

C. Evolution and Society — H-T 411
Leader:
Recorder: John C.W. Bliese, Kearney State University

D. Changing Role of the Bio-Citizen — H-T 308
Leader: Sherman C. Nystrom, Barton County Community College

E. Textbooks: A Critical Look — H-T 215
Leader: Barbara Newman, Southwest Missouri State University

4:00 PM - 5:00 PM — Group Meeting II

F. Faculty Evaluation - Teaching — H-T 319
Leaders: Ray Reed, Jefferson Community Coll.
Neil Baird, Millikin University
Charles Gehring, Indiana State Univ.
Recorder:

G. Audio-Tutorial — H-T 200
Leader: Ellen Korn, Jefferson Comm. Coll.
Recorder:

H. Present Programs: Pre-Medical — H-T 102
Leader: William Downing, Hamline Univ.
Recorder:

I. Grantsmanship — H-T 120
Leader: Don Huffman, Central College
Recorder:

J. Activity: Using the News Media — H-T 206
Leader: Ben Olson, Purdue
Recorder:

5:00 PM — Social Hour - Meling's Restaurant

7:00 PM — Banquet — Student Center Dining Room
Second Business Meeting
Presentations

8:30 PM — Address: "Biology: Social Issues" — H-T 109
George H. Kieffer
University of Illinois, Urbana

Saturday, October 8

8:30 AM - 11:00 AM	Election of Officers	H-T Lobby
8:30 AM - 12:00 Noon	Exhibits	H-T Library
8:30 AM - 11:00 AM	Coffee	H-T Library
9:00 AM - 12:00 Noon	Film Festival - Social Implications	H-T 423
9:00 AM - 12:00 Noon	Media for Social Implications	H-T 418

9:00 AM — Group Meeting III

K. Faculty Load - Should Guidelines Be Set? — H-T 409
Leader: Glen Kilpatrick, Lincoln Univ.
Recorder:

L. Present Programs - Medical — H-T 411
Leader: Felissa L. Cohen, University of Illinois - Peoria
Recorder: Alfred F. Pogge, Quincy College

Saturday, October 8 (Continued)

M. Present Programs - Environment: What Happened? — H-T 308
Leader: Russel Wagner, University of Wisconsin, Platteville
Recorder: Sister Rosemary Connell, Fontbonne College

N. Activity: Different Resources Available — H-T 319
Leader: James Royce, Iowa Central
Recorder:

O. Activity: The Ecology of Sandhill — H-T 210
Leader: John C.W. Bliese, Kearney State College
Recorder:

10:00 AM — Group Meeting IV - Social Implication in Discipline Areas

P. Environmental Sciences — H-T 215
Leader: Norman Jensen, Millikin Univ.
Recorder:

Q. Microbiology — H-T 200
Leader:
Recorder:

R. Plant Physiology — H-T 102
Leader: Janet Schweitzer, Jefferson Community College
Recorder:

S. Science Methods — H-T 120
Leaders: Nancy Walker, Rockhurst Coll.
Charles Granger, University of Missouri, St. Louis
Recorder:

T. Anatomy & Developmental Biology — H-T 206
Leader: Neil Baird, Millikin University

U. Botany: A Trip to Central Africa — H-T 319
Leader: George Ward, Knox College
Recorder: Robert Kuster, Southeast Missouri State University

11:15 AM - 12:15 PM — General Session - Is there a place for values and ethics in Biology: A synthesis of the meeting. — H-T 109

Panel: Robert L. Burgess, Oak Ridge Laboratories
Felissa L. Cohen, U. of Illinois - Peoria
George H. Kieffer, U. of Illinois
Jack W. Snyder, Eureka College
Russel Wagner, U. of Wisconsin - Platteville
Moderator

Response by: Session Leaders

12:15 PM — Luncheon — Student Center
Third Business Meeting — Highlander Room

Following Adjournment — Steering Committee Meeting
(Present and newly elected members)

MONMOUTH AREA HOUSING & RESTAURANT INFORMATION

MONMOUTH

Monmouth College dormitories, snack bar and dining room available.
Dormitory rooms: $7.00 first night; $5.00 each night after that.
Contact: Robert Klapproth, Director of Auxiliary Services
Student Center, Monmouth College, Monmouth, IL 61462
Phone: (309)457-2345

Melings Motel & Restaurant	2 people, 2 beds	$17.00 + tax
1129 North Main Street	2 people, 1 bed	15.00
Monmouth, IL 61462	Single	13.00
Phone: (309)734-2196		
Highland Motel		
1225 N. Main Street		
Monmouth, IL 61462		
Phone: (309)734-5125		

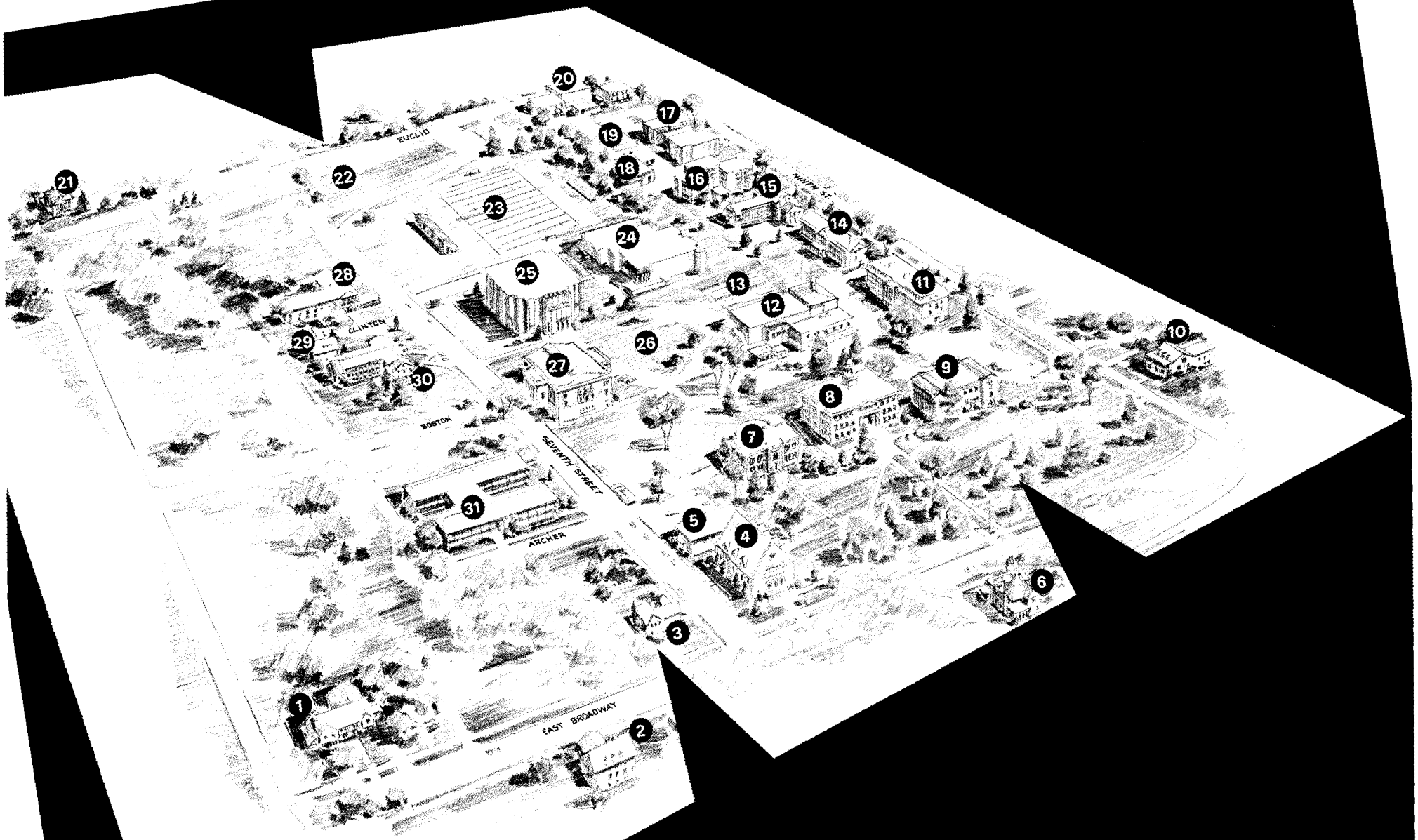
GALESBURG

Regal 8 Inn	2-4 persons, 2 beds	$14.98 + tax
1487 North Henderson	2 persons, 1 bed	12.78
Galesburg, IL 61401	1 person	10.58
Phone: (309)343-9121		
Holiday Inn Motel	2 persons, 2 beds	23.00 + tax
US 34 at Henderson St.	2 persons, 1 bed	20.00
Galesburg, IL 61401	1 person, 1 bed	17.00
Phone: (309)343-2151	extra person (each)	4.00
	rollaways	3.00
Travelodge	2 persons, 2 Queensize beds	19.00
565 West Main Street	2 persons, 1 Queensize bed	17.00
Galesburg, IL 61401	1 person, 1 Queensize bed	15.00
Phone: (309)343-3191		
Sheraton Motor Inn	2 double beds, 2 persons	23.50 + tax
I-74 at East Main Street	1 double bed, 2 persons	21.50
Galesburg, IL 61401	1 double bed, 1 person	17.50
Phone: (309)343-7151		

In addition to the College eating facilities and Melings Restaurant that are mentioned above, a partial list of eating places in the Monmouth area includes:

Italian Village	Kentucky Fried Chicken
Mr. Quick	Park & Eat
Irene's Restaurant	Hardees
Pizza Hut	Filling Station #3

Numerous restaurants also available in Galesburg, which is approximately a 20 mile drive from Monmouth.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Monmouth College is located in west central Illinois in a pleasant, progressive community of 11,000, 180 miles southwest of Chicago. Monmouth is accessible by car, bus, train, or airplane. U.S. Highways 34 and 67 and Illinois 164 intersect in the city, and U.S. Interstates 80 and 74 pass nearby.

The city is on the main line of the Burlington Northern and is 16 miles from the Santa Fe depot in Galesburg. Monmouth is also served by Continental and Crown bus lines.

Ozark Airlines operates from the Galesburg airport 10 miles from the campus, and both Ozark and United Airlines serve the Quad-Cities airport at Moline, 40 miles north of Monmouth. Monmouth's own airport serves private planes.

PRE-REGISTRATION AND MEAL RESERVATION
for
ASSOCIATION OF MIDWESTERN COLLEGE BIOLOGY TEACHERS
TWENTY-FIRST ANNUAL CONFERENCE

MONMOUTH COLLEGE
MONMOUTH, ILLINOIS 61462

October 7-8, 1977

Name_____

Institution_____

City_____State_____Zip_____

( ) AMCBT Member (No registration fee for members)

( ) Non-member (Non-members will be assessed a $3.00 registration fee, payable at the meeting.)

Field Trip: On October 7, (Friday, 9-12 a.m.) arrangements have been made for a field trip; PRAIRIE AND RIVER SYSTEMS. So that arrangements for transportation to be made, please check below if you plan to participate.

( ) I plan to go on the field trip

Meal Reservations

Lunch on October 7 and 8, and breakfast on October 8 may be obtained at the Monmouth College cafeteria. These meals may also be obtained at restaurants or motels in the area. No reservations will be necessary for these meals.

Advance reservations will be necessary for the following meals.
Deadline: RESERVATIONS MUST BE MADE NO LATER THAN OCTOBER 4, 1977.

Banquet, October 7	$5.50	#_____Amount_____
Luncheon, October 8	$1.90	#_____Amount_____
		Total_____

(Please do not include membership dues or registration fees in check sent for meal reservations.)

Make checks payable to: Robert H. Buchholz

Mail to: Robert H. Buchholz
Monmouth College
Monmouth, IL 61462