



Keeping Curiosity Alive

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The Science Teacher [ISSN 0036-8555 (print) 1943-4871 (online)] is published nine times a year [Jan., Feb., Mar., Apr./May, July, Aug., Sept., Oct., Nov./Dec.] by the National Science Teaching Association, 1840 Wilson Blvd., Arlington, VA 22201. Individual membership dues are \$79 (\$35 for publication, \$44 for membership). Memberships outside the United States (except territories), add \$15 per year for postage. Single copies, \$10. Periodicals postage paid at Arlington, VA, and additional mailing offices. Publications Mail Agreement no. 41506028. Return undeliverable Canadian addresses to: P.O. Box 503, RPO West Beaver Creek, Richmond Hill, ON L4B 4R6 Canada. © 2019 by the National Science Teaching Association, all rights reserved. Reproduction in whole or part of any article without permission is prohibited. **POSTMASTER:** Send address changes to *The Science Teacher*, NSTA, 1840 Wilson Blvd., Arlington, VA 22201-3000.

Children begin kindergarten as question marks. They graduate as periods.

—Neil Postman

Neil Postman, in the quote above, makes a profound observation on the state of science education. Children are curious creatures when they enter kindergarten, but by the time they enter high school, science teachers find them questioning less, not following their curiosity, and often graduating indifferent toward a life of wonder.

But isn't the mark of an exemplary scientist (and person) to be naturally curious throughout life? The goal for ALL science teachers is to re-instill this innate curiosity and sense of wonder in their students. One of the most powerful resources teachers have is their professional journal, where they go to enrich their teaching, their practice, and their scientific knowledge.

Science teachers see more and more students coming to their classrooms with trauma-based issues. Drug-addicted parents, incarcerated family members, and turmoil at home make it difficult for students to focus on key science concepts, like natural selection, black holes, equilibrium, and plate tectonics.

What strategies are present to help NSTA's members engage these students? How is NSTA, and *The Science Teacher* in particular, addressing social justice in the science classroom? How could this journal better aid teachers who may have students speaking 21 different languages in one classroom? How might we support teachers who continue to wonder how to infuse engineering into a biology classroom? The challenges facing science teachers today are numerous and *The Science Teacher* can offer many resources.

Welcoming novice science teachers into the wonderful world of NSTA is

another goal for the journal. *TST* can introduce new science teachers to the latest strategies and innovative techniques to make science come alive in the classroom.

Celebrating veteran science teachers is just as vital. By providing the most current content, innovative methods, and technological ideas, expert teachers will be able to invigorate their teaching with the latest techniques found in *TST* and with their involvement with NSTA.

As *The Science Teacher's* new field editor, I plan to further enhance the amazing work the journal has provided throughout the years. Addressing ways to deal with social issues and their impact on science education, providing more ideas and strategies for citizen science, and keeping in constant contact with science teachers from all over the country will inform the journal on the need for the most up-to-date topics. Constantly aligning the journal with NGSS in a rigorous manner, providing resource pages that coincide with each article and starting timely columns that link content to the classroom are just a few of the ideas NSTA is considering.

My "door" will be open to the ideas, concerns, and interests of the readership. Be in touch. Be involved. And, of course, be curious. Let's enhance the "question marks" in our science classrooms and in our science teaching during this ever changing 21st century.

Finally, I want to recognize the exemplary work of the former editor, Steve Metz, and his 15-year tenure working tirelessly with *The Science Teacher*. He provided NSTA's readership with compelling issue topics, profound commentaries, intriguing features and numerous Idea Bank articles that changed and transformed NSTA's readership. Steve's efforts and dedication are a testament to his commitment to NSTA. Thank you.