

SYMPOSIUM, 1971
PRE-COLLEGE SCIENCE EDUCATION — SPECIAL
EMPHASIS ON SCIENCE IN ELEMENTARY GRADES

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In recent years, we have heard of the success of new science programs in all levels of our public schools. Most notable are the innovations in science programs for the elementary grades designed to prepare students for their future; to cope with more science and technology in the everyday events of their lives and to prepare them for constant scientific and technological changes. The science teachers must be trained in a manner that leads to their success with these programs. The trend to more lectures and less laboratory experience in introductory college and university science courses must be reversed, since elementary teachers and others majoring in non-science areas will not be able to understand the programs based on doing science without themselves learning science skills and developing understandings of science and technology. They must have and create in their students a

positive attitude about science and technology and instill a long-lasting interest in both.

Today we are fortunate to have three speakers to discuss some of the issues in pre-college science education, an area of long interest to this Academy. This symposium was made possible by an award to the Illinois State Academy of Science from Bradley University, the host of this 64th Annual Meeting. It is with great pleasure that I present to you: Dr. James Joseph Gallagher, Director of Academic Development, Governors State University, Park Forest South, Illinois; Dr. Paul DeHart Hurd, Professor of Education, Stanford University, Stanford, California; and, Dr. Leopold E. Klopfer, Director, Individualized Science, Learning Research and Development Center, University of Pittsburgh, Pittsburgh, Pennsylvania.