

## Project on Liberal Education and the Sciences Receives Funding

THE quality of education from kindergarten to graduate school has prompted many to consider the purpose and goals of undergraduate education. Several recent reports have called for a major restructuring of the education of prospective teachers that would include abolishing the undergraduate major in education and requiring a liberal arts degree for all teachers. What and how much science and technology should be included in a liberal arts education? A newly funded project, AAAS Project on Liberal Education and the Sciences, will attempt to outline the scientific and technological knowledge that should characterize the liberally educated person of the 21st century. In keeping with the goals of the Office of Science and Technology Education, a particular emphasis will be on the liberal education of teachers.

The Association is announcing that Carnegie Corporation of New York will fund the 2-year project. The project will be an activity of the Coalition for Education in the Sciences and will be directed by Audrey B. Champagne of the AAAS Office of Science and Technology Education. In addition, it will be coordinated with two other Carnegie-sponsored projects at AAAS: The National Forum for School Science and Project 2061: Education for a Changing Future.

To determine the science and technology that should be in-

cluded in liberal arts education, the new project will examine the role of a liberal education in a society in which the influence of science and technology is pervasive.

The project will give the scientific community an opportunity to review the scientific and technological competence required by all college graduates regardless of their vocational or professional aspirations. It will also explore creative ways in which this competence can be attained while maintaining strong undergraduate majors in the sciences.

The envisioned end product is a position statement that describes the facets of scientific and technological literacy that meet the demands of today's society. It also will propose designs for model programs to achieve that goal.

The work of the project will be done by a study group composed of nationally recognized working scientists and scholars. The position statement, produced by the study group and endorsed by participating scientific societies, will represent the perspective of the scientific community, informed by extensive interactions with academicians from other disciplines, educators, and representatives of the professions.

The Coalition for Education in the Sciences is an informal partnership made up of AAAS and other scientific and educational societies and organizations. Its purpose is to enhance

the role of professional societies in improving precollege science and mathematics education. The AAAS serves as secretariat for the Coalition.

Your views about the role of the sciences in the liberal arts, and information about exemplary programs that integrate liberal arts and science and technology education are encouraged. Please write the project director, Audrey B. Champagne, Office of Science and Technology Education at the AAAS address.

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Technology Education*

### Reminder for Members

If you should receive a promotion mailing from the Association in the next few weeks, please accept our apologies.

Please keep in mind that the Membership Office does its best to screen current members from the mailing lists we use. However, if there is any variation in name or address, duplications will not be caught during the computer merge/purge.

If you should receive a mailing piece, please return it with a recent label from *Science*. Also, please include a listing of any names or spellings of your name by which you may be listed elsewhere. Send this information to: Gwen Huddle, Membership Office, Room 812, at the AAAS address. We will place your name on an additional suppression file so that you will not get future direct mail promotions.

This information is for internal use only. Thank you for your understanding.

### Pacific Division Meets in San Diego, 14–18 June

The deadline for preregistration at the annual Pacific Division meeting, which will be held

this year on the campus of San Diego State University, is 25 May.

The program includes symposia on biodiversity and extinction, lie detectors, utilizing desert plant resources, endangered California plant communities, international cooperation in developing shared resources, and modeling nutrient intake in physiological systems.

Special lectures will include those by James Randi on faith healing, as well as Jerold Lowenstein on hominid evolution and Robert Schmidt on the current state of AIDS research.

The national AAAS Office of Communications is sponsoring a 1-day workshop on communicating about science, with David Perlman of the *San Francisco Chronicle* as the featured luncheon speaker.

Sea World will host a reception for meeting attendees and the local chapter of the Association for Women in Science will hold a luncheon meeting, with a guest speaker, during the Pacific Division meeting.

### SB&F Focuses on Science in the Middle Grades

The May/June 1987 issue of *Science Books & Films (SB&F)* reports a round-table discussion held recently at AAAS on a range of serious problems in science instruction in the middle grades of American schools.

The participants, included science education, teaching, reading, and writing professionals, and their discussion, moderated by Audrey Champagne, of the AAAS Office of Science and Technology Education, focused on criticisms of middle school science texts and suggestions for specific changes, based in part on emerging cognitive theory. The group agreed that, in addition to the need for more careful presentation of fundamental science concepts, middle school science texts must explicitly "recognize common alternative ex-