

A STUDY OF SCIENCE ACHIEVEMENT IN THE SEVENTH AND EIGHTH
GRADES OF THE HALSTEAD ELEMENTARY SCHOOL,
HALSTEAD, KANSAS, 1965-1968

by 45

WILLARD GEORGE EBERSOLE
B. A., Goshen College, 1954

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Major Professor

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THE PROBLEM AND DESIGN OF THE STUDY

Much needed improvement has been taking place in science curricula in recent years. At the high school level newly developed programs in chemistry, biology, and physics have greatly improved the curriculum. With the impetus provided by the work at the high school level, elementary school science projects are providing the necessary means for improving the curriculum and instruction at the elementary level.

More recently considerable attention is being given to the junior high school science curriculum and much work has already been done to try to fill the gap in the total science curriculum. Studies and conferences have been and are being sponsored by various organizations.¹ Professional groups have been examining general science programs.² Special projects, such as the Princeton Project or the Earth Science Curriculum Project, were formed to develop new materials, and some of these are now in regular textbook form³ for use in junior high schools. Textbook companies are developing various new programs with changes and improvements reflecting the new ideas and thinking emerging from the boiling caldron of work and ideas for the improvement of junior high science.

As these new programs are being developed and new materials prepared there is a continuous need for evaluation. Some evaluation was

¹John R. Mayor, "The Critical Role of Junior High School Science," Journal of Secondary Education, 39:201-204, May, 1964.

²Sam S. Blanc, "New Directions in Junior High School Science," School Science and Mathematics, 54:282-284, April, 1964.

³Earth Science Curriculum Project, Investigating the Earth (Boston: Houghton Mifflin Company, 1967).