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## Issues in Elementary School Science Raised in Publication

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whose manipulation of atmospheric flux in circumnavigating as opportunistic predators was facilitated by an integumentary extensum rather than by muscular hypertrophy." It might as well be Greek, as well as Latin.

Yes, there I think is the key—those Greek and Latin roots. How can we get them across instead of trying to emasculate our scientific dialogues? Would it be too much to ask the overburdened English teachers to pre-

sent the kids with a thousand selected roots, and show them how to recognize them in their modern twiny combinations and excrescences? Then when the kids later encounter such words as decadent they will be able to see the meaning (obviously: ten teeth). I hope that this millennial message will appeal to all and be acted upon with celerity so that we can proceed to problems of logic.

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At which point does a child understand science? Should elementary school science serve his immediate interests or future needs? These are some of the questions raised by D. C. Ipsen, author of *Issues in Elementary School Science*, the latest publication of the National Science Teachers Association.

In a sixteen-page essay, Dr. Ipsen deals with the possibilities that may have been overlooked during the turmoil in elementary science education that began about ten years ago. The philosophy now is to give children the information they need as they are getting an idea of how scientists work. But what facts or concepts are

appropriate? Are they relevant to the life of the child? Can they be studied abstractly or must their development be experienced? What role should science play in other classes, such as writing or arithmetic?

Dr. Ipsen encourages the consideration of higher goals in this attempt to clarify some of the alternatives in attitude or philosophy that exist in elementary school science today.

*Issues in Elementary School Science* (Stock No. 471-14328) may be ordered from the Publications Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036. The price is \$1. (Payment must accompany orders for \$2 or less.) Discounts on multiple orders: 2-9 copies, 10 per cent; 10 or more, 20 per cent.