

biological context within which the child acquires the behaviors (Table 2). By relating the biological context used to the behavioral objectives of the exercise, one may picture what the child will be doing in the classroom. The behaviors which a child must have acquired previously in order to learn the behaviors of each exercise in Table 2 are specified in the hierarchy for each science process. A suggestion of these relationships is provided by the position of each exercise of a biological nature in the set of exercises for each grade.

Although the books for grades 5 and 6 of the 1966-67 experimental edition are still in preparation, it is apparent that the fifth and sixth grade child will have ample opportunity to work at a sophisticated level with biological materials in this science curriculum.

Most biology courses in the past were factually and conceptually oriented. Hence, it should appear unusual to have a science curriculum described in terms of student behavior and not in terms of facts and concepts to be told by the teacher. Yet for many reasons (Gagné, 1965b; Walbesser, 1965), this kind of curriculum design has much to offer. Indeed, this approach to curriculum design should also find application at the secondary and college levels (Kurtz, 1965; Walbesser, 1966).

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Summer Institute for College Teachers of Biology

A summer institute for junior and undergraduate college teachers of biology, supported by NSF, will be held in the Thompson Biological Laboratory of Williams College between June 26 and August 6, 1967. Fifty participants will study a common program designed to explore in some depth recent advances in three areas of biology: Development, Behavior, and Ecology. Lecture, discussion, and laboratory programs will be presented by a staff of fourteen biologists, together with a number of special lecturers. Opportunity will be provided for informal

discussion of the organization and content of the introductory biology course, "core" curriculum, position of organismic biology, self-education, teacher training and updating, MPH and AD degrees, science for the non-major, problems faced by transfer students, BSCS programs, etc.

No tuition or fees will be charged, nor will any credit or degree be given. Information and application forms may be obtained from Prof. Allyn J. Waterman, Department of Biology, Williams College, Williamstown, Mass. 01267. All applications postmarked by February 15th will be considered together, later ones individually.