

the economy are discussed in Part 7. The book ends with the editors' reflections on science education in the United States.

The editors hope that this book will be valuable to a wide audience; not only to scientists and educators, but to all individuals who are concerned about the future and science education in the United States. We express our deep appreciation to the contributors for their dedication to the task, the quality of their work and for excellent cooperation as the volume was developed. Gratitude is expressed to Lafayette College, Jefferson Medical College, and The Pennsylvania State University for providing facilities for the editors. Lastly, the editors extend heartfelt thanks to their wives and families for their encouragement and help during the preparation of this book.

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Science Education In The United States: Issues, Crises and Priorities

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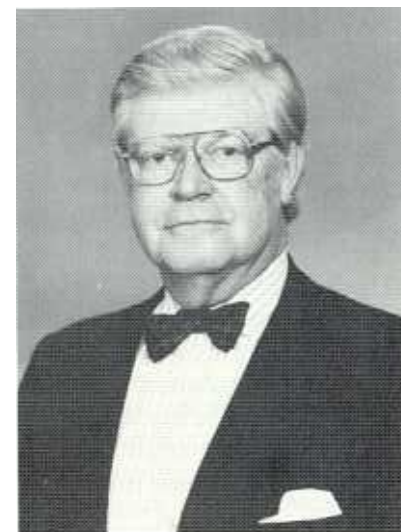
SCIENCE EDUCATION IN THE UNITED STATES: EDITORS' REFLECTIONS

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FOREWORD



D. Allan Bromley
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During a presentation at a recent meeting of the President's Council of Advisors on Science and Technology—a group of 12 distinguished researchers, academic leaders, and industrialists who advise the President on scientific and technological issues—Michael Boskin, Chairman of the President's Council of Economic Advisors, referred to education as the “ticking time bomb” at the center of the U.S. economy. It is the most serious problem our country faces, he said, because if we do not educate our children adequately, we will find it impossible to compete in the emerging global economy of the 21st century.