

Science Education and Careers

Two AAAS programs, Education and Human Resources (EHR) and Project 2061, continued in 2005 to improve science-education standards and opportunities for *all* students. By working with teachers, schools, libraries, and policy-makers, EHR and Project 2061 are advancing science-curriculum materials and teaching standards, while also promoting diversity and the integrity of science education, from kindergarten to graduate school and beyond.

Bolstering Support for Careers

The new *ScienceCareers* Web site, www.sciencecareers.org, debuted in November 2005, consolidating its powerful recruitment and job search features with *Science's* Next Wave, GrantsNet, the Minority Scientists Network, and other features — all at one fresh-looking, easy-to-navigate site. The changes at *ScienceCareers* were a central part of a sweeping redesign of the *Science* family of Web sites that have given the sites a clean, integrated look, easier access, and more intuitive navigation. And, for the first time, the popular *ScienceNOW* daily news Web site became available to all readers without charge. Thanks to the redesign, visitors to the new *ScienceCareers* site find the single most comprehensive, freely accessible source of online science and technology career support in the world, serving scientists, engineers, and others at every level.

As *ScienceCareers* went into hyper-drive in 2005, the Association also geared up an array of other career-support efforts. Richard Weibl was named to serve as a key point of contact for AAAS's broad international efforts to provide career information to science and technology students, post-doctoral researchers, and early-career professionals, as director of AAAS's Center for Careers in Science and Technology. Go to www.aaas.org/programs/centers/careers.

The AAAS Center for Advancing Science and Engineering Capacity, meanwhile, continues to provide fee-based consulting support to institutions of higher education, to increase the recruitment, enrollment, retention, and graduation of U.S. students in science, technology, engineering, and mathematics fields, especially those from traditionally underrepresented groups. See www.aaas.org/programs/centers/capacity.

Project 2061 Looks to the Future

Named for the next year when Halley's Comet will be visible from Earth, Project 2061, the Association's exemplary science-education reform initiative, marked its 20th anniversary with a Capitol Hill briefing, a teachers' workshop, a seminar, and a reception. With its 1989 report, *Science for All Americans*, Project 2061 set forth recommendations for what all students should know about science, mathematics, and technology by their high-school graduation day. A follow-up 1993 report, *Benchmarks for Science Literacy*, translated those recommendations into learning goals, or benchmarks, for grades K-12.

Project 2061 and the National Science Teachers Association co-published the *Atlas of Science Literacy*, a collection of 49 conceptual maps that show how students' understanding of the ideas and skills that lead to literacy in science, mathematics, and technology might grow over time. "Project 2061 can be proud of the unrivaled contributions it made to the advancement of science education during its first 20 years, and now, in the next 20 [years] it must continue to press forward with the same strategy, energy, and inventiveness in its crucial effort to make nationwide science literacy a reality in America," said Dr. F. James Rutherford, founder of Project 2061, now a distinguished visiting professor at Mills College, Oakland, California. See www.project2061.org.



