

Editor's Note

Looking Forward

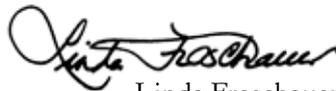
Vision without execution is hallucination. —Thomas Edison

If you take a peek at the front of your journal, you will note that this is volume 50 of *Science and Children*. This ends the 50th year of this award-winning journal and our mission of providing innovative and valuable instructional strategies to our readers. I received my first *Science and Children* issue as a new teacher. Phyllis Marcuccio was the editor at that time, and I was in awe of all she accomplished for elementary science education through her many creative ways to support teachers. She has seen the journal grow from just a few pages to the incredible resource it is today. I hope you enjoy the story of *Science and Children* as described by Phyllis on page 8.

Our attention is now focused on one of the most recent events in science education—the release of the *Next Generation Science Standards (NGSS)*. We will endeavor to help you connect with the NGSS through all of the articles published in *Science and Children* by way of our themes and subject matter. You'll note that the connection will be stronger as we enter our 2013–2014 publication year, when we begin making explicit reference to specific elements of NGSS in all of our articles and move away from the 1996 *National Science Education Standards*. The NGSS provides the vision; we now need the tools to execute that vision.

Argumentation is one of the important components of the current science education reform movement. Many of us need clarity as to exactly what this means in the elementary classroom. *Taking Science to School* says, “As students conduct investigations to develop and apply explanations to natural phenomenon, they develop claims, defend them with evidence, and explain them, using scientific principles” (p. 258). The NGSS emphasizes this as well, in explaining how to build knowledge about the Nature of Science: “The point is to provide an instructional context that bridges tactics and strategies with practices and the nature of science, through understanding the role of systems, models, patterns, cause and effect, the analysis and interpretations of data, the importance of evidence with scientific arguments, and the construction of scientific explanations of the natural world” (Achieve Inc. 2013).

We now begin our next half-century. *Science and Children* has changed significantly since volume 1, 1962–1963, and it is difficult to predict how it will change in the next 50 years. But you will always be able to depend on it to bring you valuable resources and strategies to help you put science teaching and learning ideas into action.



Linda Froschauer
Editor, S&C

References

- Achieve Inc. 2013. *Next generation science standards*. www.nextgenscience.org/next-generation-science-standards.
- Committee on Science Learning, Kindergarten through Eighth Grade. 2007. *Taking science to school: Learning and teaching science in grades K–8*. Washington, DC: National Academies of Science.

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