
For Your Information

Call for Nominations for Prizes of the Royal Society of Liège

The Royal Society of Sciences of Liège calls for nominations for prizes in recognition of the 150th anniversary of its foundation. These international prizes are intended for researchers less than thirty-five years of age.

Four prizes of 75,000 Belgian francs each will reward a whole of published work either by a single author or in collaboration with others. One of the four prizes, the Lucien Godeaux Prize, will be awarded in mathematics.

Requests for information on how to make nominations should be directed to: Professor G. Hamoir, c/o Secretariat of the Royal Society of Sciences of Liège, Mathematics Institute, 15 Avenue des Tilleuls, B-4000 Liège, Belgium. The deadline for applications is **October 1, 1995**.

—*from Announcement of Royal Society of Sciences of Liège*

Call for Nominations for AWM Schafer Prize

The Association for Women in Mathematics (AWM) calls for nominations for the Alice T. Schafer Prize, to be awarded to an undergraduate woman for excellence in mathematics. All members of the mathematical sciences community

are invited to submit nominations for the prize. The nominee may be at any stage of her undergraduate career.

The letter of nomination should include, but not be limited to, an evaluation of the nominee based on the following criteria: quality of performance in mathematics, exhibition of real interest in mathematics, ability for independent work, and performance in mathematical competitions at the local or national level, if any. Supporting materials, if any, should be enclosed with the nominations.

One original and four copies of the nomination materials must be received by **April 1, 1995**, and should be sent to: Alice T. Schafer Award Selection Committee, Association for Women in Mathematics, 4114 Computer & Space Science Building, University of Maryland, College Park, MD 20742. Questions about the award may be sent by e-mail to awm@math.umd.edu, or call 301-405-7892. For a list of last year's awardees, see the *Notices*, July/August 1994, pages 638-639.

—*AWM Announcement*

Draft Science Standards Released

The National Research Council (NRC) has released a draft of science standards aimed at stimulating improvement in science education. The standards will serve as national guidelines for what all students, from kindergarten to high

school, should know and be able to do in science. These standards are akin to the standards published by the National Council of Teachers of Mathematics (NCTM) in 1989.

The science standards are a major undertaking. They represent the work of a thirty-six member committee that oversaw three working groups on content, on teaching, and on assessment. The committee also had a twelve-member advisory board, bringing the total number of people working on the project to about one hundred. Included in this group are academic faculty from the sciences and education, teachers, curriculum specialists, and representatives from educational and teaching organizations. The present draft of the standards will be reviewed by thousands of individuals in more than two hundred focus groups at the local, state, and national levels. The focus groups will include parents, teachers, school administrators, scientists, science educators, and others. The development of the standards is supported by the National Science Foundation, the Department of Education, the National Aeronautics and Space Administration, and the National Institutes of Health.

One of the reasons for the large number of people involved in the science standards project is that it aims to cover all areas of science—physics, biology, chemistry, geology, astronomy, and so on. The standards span the gamut from fundamental physics principles that hold in an idealized world—such as Newton’s laws of motion—to more practical issues, such as the way that natural resources are used by human populations. The standards also touch on the history of science, including the nature of scientific inquiry, science as a human endeavor, and relationships between science and society.

Like the NCTM standards, the new science standards stress hands-on learning and an active classroom environment over rote memorization of facts and passive listening to lectures. The emphasis is on developing sound scientific literacy that will enable students to function productively in a society that relies increasingly on science and technology. The standards do not constitute a curriculum, but they can be used as the basis for curriculum design. Students taking courses in a standards-based curriculum will have a full plate. For example, the standards say that by grade four students should understand such fundamental concepts as properties of objects and materials; life cycles of organisms; objects in the sky; and the use of science and technology in transportation, health, sanitation, and communication.

The final document will be released in late 1995.

—Allyn Jackson

Mathematics Awareness Week 1995

The Joint Policy Board for Mathematics (JPBM) invites the mathematical sciences community to join in the celebration of Mathematics Awareness Week (MAW), April 23–29, 1995. The theme this year is “Mathematics and Symmetry”, an excellent topic to use as a focus for communicating the fascination and utility of mathematics to a wider audience.

Last year, based on calls to JPBM offices, there were hundreds of radio and television spots about Mathematics Awareness Week as well as coverage in news articles and editorials in local and campus newspapers. JPBM encourages the mathematical sciences community to use this opportunity to write editorials on mathematics or to generate news releases about MAW events. Be sure to talk to your institution’s public information office about your ideas and activities for MAW.

For additional materials on MAW, contact the JPBM by phone at 202-234-9570 or by e-mail at jpbm@math.umd.edu; the materials are also available on the gopher service of the Mathematical Association of America, at the address gopher.maa.org.

—from JPBM Announcement