

NATURAL SCIENCE IN THE SCHOOL SYSTEM [PART ONE]

by Alexia Barnes & Kevin Moore

In an article in this column several issues back we looked at outdoor education and its need and value. We also saw that it is difficult, nay practically impossible, to reach adults with this new information

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while at the other extreme, children are very open to new ideas. Natural Science is an

ambiguous subject but to isolate it or break it down would be needless so we'll simply include everything from elementary leaf printing to university ecology courses. Broad, but workable.

The idea of ecology, pollution, and conservation can be brought across at an intent. The trend has been to make children laugh with these problems or consider them as secondary problems in a main plot. Although Walt Disney's Litterbug is an excellent and entertaining film as well as Smoky the Bear as a conservation symbol, they would be more effective if backed up by a study of natural science in the school system, not only in biology but in all classes. Children should be influenced to question values from the earliest possible age for if 'left till the high school period or worse still, the university setting, then most standard values have already been brainwashed in. So therefore most have already heard through advertising television and magazines about the excitement of snowmobiles, the phallic symbolism of cars and the convenience of flip-top, non-returnable containers. By high school level, it is a little late to try and convert them to a more logic way of life. It is at the influx from one source that all information should be tempered. To balance the

early age and with serious

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excitement of most toys with even a basic idea of pre-designed obsolescense, to know that there is much more to gifts than GI Joe. When was the last time you beard advertisements for snowshoes or binoculars.

But biology is the only way; most think, that this sort of awareness can be brought across to children vet all arts and science classes can be effective. Although not as detailed or as varied as biology, such sciences can be used.

CHEMISTRY: Outside of highschool, no detail could be given but yet children are not stupid. The average grade seven are probably as smart as an average adult. Basic ideas could be received and understood such as certain pollutants and their affects on Common plants or animals.

GEOLOGY: The identification of rocks is usually as far as grade schools go but specific items such as land used could be conveyed in simple terms for easy association. The plain fact that local lakes are silting in because of mismanagement could be associated to almost all grades.

The social sciences are usually clumped together as are many sciences but yet even these groups can be influencal. Arts particular can be utilized to bring across these ideas.

HISTORY: The history of everything is related directly to the environment. To talk of settlement of any area without reference to the benefits of life, mineral or geography is to mislead the student. North America was not settled by colorful Voyageurs and trappers but by smelly pugasaw men who outside of winter and rapids had nothing to fear except the grizzly bear in the far west and not counting fear of natives because they brought that upon themselves. Moose, beaver, and marten were almost killed off in Nova Scotia while the caribou, fisher and wolf were made extinct. Present day drops in fish populations, the seal slaughter, and the ex-tinction of the Beothucks are all very important parts of Newfoundland's history but it is usually not (cont'd on pge. 1 6)

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