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Abstract Papers

CORRELATION BETWEEN TEACHER INTEREST AND STUDENT ACHIEVEMENT IN CHEMISTRY

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MOVING FORWARD IN CONSERVATION EDUCATION IN MINNESOTA

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ABSTRACT

Conservation education in Minnesota moves forward with the growing understanding that general education approaches a state of sterility as far as actual life outcomes and public welfare are concerned unless these areas of learning lead to the formation of attitudes and habits and ways of thinking that will result in a cooperative and concerted effort to preserve, develop, and use wisely our natural resources, the mainsprings of all life. Conservation today is moving forward on several fronts:

1. Elementary grades are now adopting curricula with motifs centered in purposeful activities in and out of the classroom; it is proposed to extend such conservation activities and studies to all the rungs of the ladder of our educational system.
2. In many places teacher education now includes conservation courses, usually as electives. A few summer workshops in conservation teaching methods are now being conducted.
3. Some elementary and secondary schools offer conservation of natural resources as one of their regular subjects. Whether or not this is better than integrating conservation activities with other subjects and extra-curricular programs is open to question.
4. Conservation is included as a part of the agricultural courses in the public school system.
5. Conservation activities are included as a part of the program of youth organizations such as: 4-H, Boy Scouts, Girl Scouts, Camp Fire Girls, etc.
6. The objectives of conservation and the necessity for conservation education in the schools are accepted by some adult organizations which now recognize conservation education as a major means to national survival. Some adult organizations are sponsoring or carrying on conservation activities.

7. State governmental agencies are beginning to cooperate on a program of action for general public education in conservation needs and problems.

Today Minnesota schools must accept the challenge of our rapidly moving world and equally rapidly vanishing resources or we shall find our modern civilization tumbling down like a house of cards built on sinking sand. Conservation education is an integral part of general education. Acceptance of the thesis that functional education has as one of its fundamental objectives the adjustment of man's social and personal development to his total environment brings conservation education into the curriculum as a basic area of learning, as fundamental as the three R's. Today we must realize that knowledge is not functional until it has been given meaning by application to the world around us.

Conservation education as a means to the formation of attitudes, habits, and ways of thinking that will lead to the growth of a fundamental personal philosophy of conservation has definite objectives. Some of these are:

1. To develop a sense of stewardship and love of the land.
2. To establish a credence in science as applied to our natural resources and their management.
3. To carry on continuous researches into state and national conservation needs.
4. To develop an understanding of man's place in the scheme of natural inter-relationships.
5. To sensitize the individual to the evidence of resources waste and the need for application of scientific methods in developing a wise and better use of our natural resources.

Today conservation education moves forward. We must not deny students of today, who are the heirs of tomorrow, their basic right to a better and fuller understanding of the techniques, objectives, and purposes of the vital program to insure the good life of that tomorrow.

TIME: ITS USE AND MISUSE IN SCIENCE CLASSES

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ABSTRACT

This study is based upon the principle that the purpose of education is to provide youth with the foundation of real wisdom and with a universal and articulate comprehension of human achievements in science and culture. How the science courses contribute

is determined by the measure in which carefully formulated objectives are achieved through well-planned use of time in the science classes. This use of time is considered from five viewpoints:

First, as to course content where thought is given to how to avoid unnecessary repetition of material by ascertaining the content of previous courses or the content of other courses covering the same topic, or by means of a pre-testing program.

Second, with regard to methods and techniques, time is considered in terms of the attitude of the teacher toward the student, her deliberate efforts to develop habits of listening and scientific thinking, and the imparting of clear-cut concepts through carefully selected vocal illustrations and visual aids.

Third, time as a factor in handling students' difficulties is considered in connection with the solving of mathematical problems and with reading for comprehension. In both instances it is believed that help should be given when the need arises.

Fourth, in order to evaluate achievement, the occasional use of discussion-type tests is suggested so that both the teacher and the student may know how the latter is developing his power to integrate and correlate the material covered.

Last, consideration is given to techniques for conserving time when effort lags. One method is prompt returning of quizzes, tests, and written papers. Another suggestion is that the teacher share with her students her own sources of refreshment: travel, reading, formal study, research. This idea is based upon the principle that the teacher who continues to grow, by her very character encourages interest and eagerness to learn.

POSTWAR TRAINING IN GEOGRAPHY—A PROPOSAL

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