

### Trends in the earth science education in the schools

Jack Botsford

*Newfoundland and Labrador Science and Technology Advisory Council, 114 Empire Avenue,  
St. John's, Newfoundland A1C 3G2, Canada*

and

Barry Ledrew

*Department of Education, P.O. Box 8700, St. John's, Newfoundland A1B 4J6, Canada*

Several general trends in the teaching of science have developed in the past several years and are now underway in this province. The first relates to presenting science in a broader context and stressing the interrelationship of science, technology and society (the STS approach). Second, educators are being encouraged to draw upon a broader range of resources including individuals (e.g., earth scientists) with specialized skills or knowledge to contribute. These trends are illustrated in the following examples.

- A Science-Technology-Society course for the high school level is currently being developed by the Department of Education, which is drawing strongly upon the resources of the local community. The course includes a natural resources module focused on mineral exploration and mining.
- Teacher inservice and training benefits tremendously

from contact with "real live" geologists, especially in the field, and there is a growing trend toward participation from the university and Department of Mines and Energy personnel.

- Several earth scientists from industry, the university and government have joined the "Scientists in the Schools" speakers program. This is intended to put individuals who work in science into the classroom to bring science alive in individual courses and provide a wider range of role models for students.

Earth science remains an excellent vehicle for introducing students to the discovery and inquiry approach in all of the basic sciences that it embodies and has gained renewed relevance through the resurgence of interest in environmental issues. These aspects will be reflected in the revision of the high school Earth Science course.