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## Education

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## EDUCATION

### SCIENCE AND TECHNOLOGY IN THE HIGH SCHOOL

Little mention has been made in the Bulletin of the role schools can play in publicising the history of Canadian science and technology. You may be interested in the efforts one school has made to alleviate the dearth of information available on the many contributions Canadians have made, and are continuing to make, in all realms of scientific endeavour.

Of course, in the 5 Level (advanced) science programmes in Ontario the pressure of the curriculum, particularly in Grades 12 and 13, has made it almost impossible to do justice to the "Canadian Scientist" theme except in the area of nuclear science and technology where Canada has played a leading role. At the moment I am attempting to develop this unit from an historical and biographical point of view through the help of AECL.

However, in the 4 Level (general) course of study in chemistry, there is much less obligation to maintain a rigorous syllabus and here I have been able to pay more than lip-service to Canadian content. So far, besides the section on nuclear power, I have incorporated units on the management of Canada's resources including the extraction of minerals and fuels with the emphasis on the Athabasca Oil Sands. To encourage the students to read about Canadian scientists they are required to write a book report on a person of their choice. To increase the selection of material, in the summer of 1979, I co-authored a book for the Toronto Board of Education, called "Canadians' Contribution to Science" and while this was written at a grade 6 vocabulary level (comparable to the style used by the popular newspapers), it does provide vignettes of about 50 scientists/inventors who have made significant contributions to their fields of expertise. My own personal, and other colleagues', experience seems to indicate that this collection of anecdotal accounts does promote an interest in Canadian scientists in a wide variety of grade levels, including high school.

There is still much work needed to be done in this area and perhaps the proselytising of Canadian involvement in science should not be confined to science courses alone. Certainly the multicultural courses that are developing across the province will make an ideal spring-board for acquainting students with the work of those people who have helped the growth of this country--Gzowski and the Keefers to give but two examples. I would be most interested to determine if there are other teachers like myself who would very much like to see the achievements of Canadian science and technology emphasised in high school science programmes--and have gone some way to promote this.

-Peter H. Williams