

THE PLACE OF CONSERVATION IN THE CURRICULUM

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ABSTRACT

This paper gave a review of the various phases of conservation that had been recommended for the elementary grades by the various curriculum committees in 1932, showing that some conservation teaching had been recommended at that time in Elementary Science, Agriculture, and Social Science, even though it had not been listed as conservation, the nearest approach being in the 4th and 6th grade geography, which was recommended as a social science.

Studies of soils, water, forests, minerals, wildlife, people, and parks were recommended as worthwhile conservation units.

In order to prevent overcrowding of the elementary curriculum it was thought possible that a study of minerals, trees, wildlife, and water would do much to enrich the course in elementary science. The technical study of soils could still be left in agriculture, with the great social effect of soil erosion being taught as a social science. It was suggested that additional conservation units be added in Geography for grades 4-7; that general geography and conservation could easily be taught in the junior high school and that a half unit course would be of value to the enrichment of the curriculum of the senior high school.