

The Scientific Approach—Teacher’s Introduction

Reading through the following four exercises (all of chapter 16) should provide the teacher with a working background on the General Semantics concept of a Scientific Approach. More information can be found on the General Semantics website, www.time-binding.org.

Lesson one will be introduced in fifth grade prior to students doing any kind of research project. Students should copy the four outlined steps in their notebooks when the concepts are presented by the teacher. If the lesson is started on Monday, the allotted time may need to be just a bit longer than Tuesday through Thursday. Tuesday through Thursday can simply be relegated to a quick count and record the data. Friday offers the opportunity to review the need for gathering repeated data and a chance to provide students a modicum of knowledge about newspapers. One should not be too surprised that many students do not see a newspaper with any regularity, regardless of their family’s status.

Lessons two, three, and four should be given to students to take home and read. Lessons two and three, given in the sixth and ninth grades, are simply designed to remind students of the existence of the Scientific Approach. Class discussions of these two lessons need not take long.

Lesson four, scheduled for high school, introduces the use of the Scientific Approach to personal problems. A longer discussion should ensue than for earlier lessons, emphasizing that collecting data and evaluating it in the personal realm rarely appears straight forward and easy. Yet it can be, and should be considered an avenue to better understanding and relationships.