

Dear Readers and Writers!

It is very pleasant that with each edition of our journal we see an increasing number of countries represented by contributors as well as an expanding range of topics covered in scientific articles. Currently, the journal mostly present articles about the educational standards and modern teaching-learning technologies in corresponding countries. But how about the development of modern educational content in natural sciences? It has been almost 40 years since my class graduated from the secondary school, but the science curriculum in schools and higher educational establishments hasn't changed much, especially with regard to physics. Metaphorically speaking, the content of sciences could be compared to the content of a wardrobe containing the clothes of our grandparents and our parents, as well as our own contemporary clothing items which we traditionally try to save until we have worn down the older clothes. In most cases the final result is that there is no time left for the contemporary. The question is whether science students will have time to cover the contemporary developments while studying all the theories and laws of the past centuries.

I don't think I will be far from the truth in stating that natural sciences are more prone to conservatism than other sciences. Sometimes it seems that we would like to build new theories on old foundations without realizing that some of the new theories in themselves provide new foundations. During the last two decades alone, we can observe a huge progress in the quality of people's lives thanks to the development of natural sciences. Information science, microelectronics, cellular connections, genetic engineering and other scientific notions have imperceptibly added to the daily vocabulary which individuals gradually perfect from the very childhood based on the changes brought by new scientific developments. It might be time to consider how to streamline science education in this context.

In Europe and worldwide there are educational content improvement projects that strive to include topics related to the utilization of modern technologies in production, medicine, household appliances and other aspects of daily life. Obviously, we cannot bypass the very foundations of natural sciences and jump to modern theories, but we have to remember that individual creative endeavours last for decades whereas science has developed over the course of hundreds and thousands of years. Our journal has the opportunity of thematic improvement by publishing more articles devoted to expansion of scientific content in various educational levels. I think that many readers will be pleased to find articles about how to balance the foundations of a particular science with the acquisition of new contemporary theories.

As a member of the editorial board, I am deeply grateful to all authors whose scientific articles have greatly contributed to science education. Wishing good fortune and success to all of you,

Valfrīds Paškevičs,
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Member of the Editorial Board of JBSE

