Thesis Title	*An Experimental Study of Teaching Environmental Education on Food Additives in Physical Science through Science Process Skills for the Bachelor's Degree Students in Teachers' College.*
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ABSTRACT

Foods that contained potentially hazodous additives would effect health, population quality of the consumers and environmental quality too. To educate students about food additives would be a way to solve these problems. Teachers had important roles in diseminating knowledge and great influenced to student consuming behaviour.

The purpose of this research was to compare the teaching effects between using the science process skills and traditional teaching on the topic, food additivives as required in the Physical Science course. The population in this experiment consisted of 60 second year students who enrolled at Pranakorn Teachers' College

during the 1987 academic year. The sample was devided into 2 groups experimental group and controlled group each group consisted of 30 students. The experimental group was taught by using science process skill, the control group was engaged by traditional teaching.

The teaching through the science process skill were as follows :

1. The teaching achievement had no significant difference from using traditional teaching approach however there was a significant difference in knowledge retention at the .01 level.

2. The change in positive attitude was not higher than that in the traditional teaching approach; moreover, attitude retention showed no significant difference between the two teaching approaches.