<table>
<thead>
<tr>
<th>WATER</th>
<th>AIR</th>
<th>SOIL &amp; RAW MATERIALS</th>
<th>ORGANIC NATURE</th>
<th>ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE PROPERTIES OF MATTER</td>
<td>STRUCTURE OF MATTER</td>
<td>CHEMICAL REACTION AND ENERGY</td>
<td>EXPERIMENTAL METHOD</td>
<td></td>
</tr>
</tbody>
</table>

The text seems to be a table of properties and possibly a diagram with columns labeled as 'WATER', 'AIR', 'SOIL & RAW MATERIALS', 'ORGANIC NATURE', and 'ENVIRONMENT'. It also includes sections titled 'THE PROPERTIES OF MATTER', 'STRUCTURE OF MATTER', 'CHEMICAL REACTION AND ENERGY', and 'EXPERIMENTAL METHOD'. The content is quite dense and appears to be related to scientific or educational material, possibly discussing various aspects of matter and its properties.

The text is likely discussing the properties of matter, structure of matter, chemical reactions, and experimental methods, with the environment being a separate category.

The table suggests a structured approach to understanding different properties and aspects of matter, possibly for educational purposes or in a scientific context.
- How is physics a part of the school’s activity on the whole?
- How does physics teaching take into account the different interests of the genders?
- How does physics support the student’s growth into an independent and good person?
- What is all-round science education and what is its share of all-round basic education?
- How does physics teaching develop the student’s abilities for further studies?
What will be of crucial importance in the future is the skill to assess the societal context of scientific and technological knowledge, in other words, the capacity to ask: where was the knowledge in question produced, by whom, for what purpose, and, above all, what will be the potential consequences for the surrounding society at large?  

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ET al.
Suomen Akatemia, Tekes

How Finns Learn Mathematics and Science
The Finnish Association of Graduate Engineers TEK

National Core Curriculum for Basic Education 2004