

## **ENVIRONMENT AND ENVIRONMENTAL EDUCATION IN VETERINARY MEDICINE**

**Ruiz Lang, G, Saltijeral Oaxaca, J.<sup>1</sup>;Córdova Izquierdo, A.<sup>1</sup> y Murillo Medina, A.L.<sup>2</sup>**

<sup>1</sup> Universidad Autónoma Metropolitana Unidad Xochimilco. Calz. Del Hueso 1100  
Col. Villa Quietud C.P. 09970, México, D.F. ale57@prodigy.net.mx

<sup>2</sup>Práctica privada.

### **INTRODUCTION**

The man takes in his subconscious one certain aggression to the nature and he needs an educational system that annuls those tendencies to become a conscious, obliging, tolerant being in a precocious way and of course worried by the vital environment that surrounds him and that it is he absolutely necessary for his realization.

The education needs three conditions: space, time and freedom. The first aspect, refers to that the man is only educable because he has those spaces in target that you/they allow him the recording that will be "his own realization." The animals are training object, but never of rational education because they lack the fundamental base that is the space to record.

Regarding the time, it is necessary to point out that the education -no it is improvised - it is a slow, successive process that begins in the family atmosphere in that the child lives and he breathes, it continues in the youth, in the adult, until the last days.

With regard to the freedom, the education only begins when the man is free, that is to say when conquered the instincts, the reason is imposed (rationality); with the result that in the past the education took place when reaching the education the reason use. Until then it was thought that it was impossible, in the current moment it has been advanced notably in this sense and the education of small kids it doesn't really seek to educate but rather the establishment of habits of behavior of great interest for the continuation of the educational process. It urges, therefore, the establishment of a system educational face to the environmental education, just as at the present time it is developing in developed countries.

### **DEVELOPMENT**

The university of the third millennium will be proclaimed to defend the biodiversity and the rural and indigenous cultures of Latin America. The eight postulates of the declaration of Belem, Brazil of July 22 1988 can be summarized in the following points:

1. To impel bigger efforts for the development of works of inventory ethnobiologic, of conservation and of handling.
2. To establish mechanisms that allows to the recognition of the natives as authorities and that they plows consulted before the application of any program that attempts against their resources, their means and their own linguistic and cultural integrity. Also that are rewarded by the use of their knowledge and biological resources.
3. To carry out programs educational that provide the creation of conscience in the world community regarding the value that has the ethnobiological knowledge for the humanity's well-being.

4. To include in all the programs of health the recognition and respect to the traditional doctors and that they incorporate the traditional medical practices that contribute to the maintenance of the health of the indigenous towns.
5. To socialize the results of investigations that are carried out among the indigenous towns in their native language.
6. To promote the exchange between the indigenous towns and peasants with respect to the knowledge and information that they have to do with the conservation, handling and sustained use of the natural resources.

To our view this declaration rescues the essence of what should be the calendar of the Latin American University, in what concerns to the University-Environment relationship and University-society.

From another point of view, the university should contribute to the construction of a national project where every time is bigger the number of individuals that participate of the benefits of the intelligence, of the science and the technology.

The relationship between the entrance of 20 poorer % and the richest population's 20% in different regions of the world, is found that in the industrialized countries that relationship is six times bigger; in the countries Asian seven times bigger, while in Latin America it is nineteen times bigger.

At the present time, aspects of the current reality should be rescued that serve of germs of change, such as reevaluation of the following aspects:

- The relationship man-nature.
- The new ways to interpret the necessities of the populations.
- The democracy.
- The coexistence among the beings individuals.
- The popular sectors as productive agents.
- The civic culture.
- The new forms of production of knowledge.

In a same way, the institutional change in the University means to reach a process of "creative reconstruction", that which means to substitute what has stopped to be valid to incorporate and to build the new thing, all this will allow to reach the new desirable scenarios in the relationship University-society like motor of environmental education in veterinary education.

## **CONCLUSION**

The care of environment and the environmental education in the veterinary teaching, are a viable curricular element that could favor that the institutions of higher education impact in the construction of desirable scenarios in the linking medioambiente- veterinary education-society, aspects of great importance for a production agricultural harmonica with the atmosphere and innocuous to the health of the new generations.

The role of Veterinary Science in order to the sanitary control of the environment, is not solely related with the problems of the wild fauna, disappearance of species, etc., but in front of the presence -every day more frequent- of new illnesses - "ecopatogens" - (Pérez and Córdova, 2001) generated by the effects of the environmental contamination.

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