

1980

## Loss of Farmlands

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2. In your estimation, what is the quality of this instruction?

32% Non-existent      59% Fair      9% Good  
0% Excellent

3. Is there a need to assist teachers in learning the scope and complexities of the major science-related social issues? For example, is there a need to examine issues from more technical and factual viewpoint?

95% Yes      5% No

4. Is there a need to assist teachers in developing ways to teach these issues in their classroom?

95% Yes      5% No

5. What do you consider to be the most important science-related social issues?

*Science Leadership*

1. Alternate Energy Sources
2. Politics of Energy
3. Nuclear Power
4. Soil Conservation
5. Pesticides
6. Politics of Food
7. Bioethics
8. Air Pollution Standards
9. Nitrates and Nitrites
10. Genetic Counseling

*Social Studies Leadership*

1. Politics of Energy
2. Nuclear Power
3. Alternate Energy Sources
4. Politics of Food
5. Air Pollution Standards
6. Pesticides
7. Human Medical Experimentation
8. Soil Conservation
9. Drugs/Narcotics
10. Abortion

The participants in this survey clearly feel that the quality of instruction in science-related social issues is fair, at best. They also feel there is a need to confront controversial issues in order to prepare teachers and, ultimately, students to make decisions in a future which is certain to be different than the world as we now know it.

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### Loss of Farmlands

Every day, 12 more square miles of American farmland is converted to non-agricultural purposes, according to *Disappearing Farmlands*, published by the Agricultural Lands Project, National Association of Counties Research Foundation, 1735 New York Avenue NW, Washington, D.C. 20006. Individual copies are free, with a modest charge for bulk shipments.