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Ecosources bibliography

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people in the environment know nothing about it. This is why the phase of presenting the problem is important. After all of the data have been obtained, and if, indeed, there appears to be a real problem, the students will begin to report the problem and its nature to various concerned groups in and out of the school. Perhaps the sociology or history class would be interested in hearing about a local population problem? Maybe the local city government would want to know the results of a study in the area of recreation facilities in the local community? There are numerous groups that would, perhaps, be interested in knowing about the research. Finally, after determining whether or not the problem warrants further study, the group will then proceed to contact the necessary people and/or agencies in order that solutions to the problems can be formulated.

The implementation of Students for Environmental Awareness groups in the high schools is a much-needed innovative component for our educational complex for several reasons. First, there are numerous extracurricular organizations present in our schools today, such as student councils, glee clubs, honor clubs and athletic clubs. However, none of these have, as their primary function, the role of assisting with determining the quality and availability of their local environment. Secondly, we hear and read so often of, "the generation gap," the "alienation of youth" and "the turned-off generation," but do we wonder why we have such labels? If one would critically analyze some of the causes that have given birth to such descriptive labels, he would find the underlying cause to be the lack of young people's voice in affairs that affect their lives, hence, the conditions of their environment and decisions being made about it.

Finally, we desperately need input from these young people. There is no question that the present generation is more highly educated than any previous one, simply because there is more to learn and more ways of learning it. Advancements in technology have expanded the perspective of each one of us in many ways and, as a result, have altered the way we think. However, the basic difference between the perspective of the "new" generation and that of the "old" is simply that the new generation is "futuristically-oriented" whereas the old generation's view is complicated with events from the past; hence its view is more "now-oriented."

As much as no one would deny that we need to reexamine what we have done in the past, we need also to look at what it is our young people see as part of the future. We must somehow amalgamate both views and, by so doing, make the world of today and, most certainly, of tomorrow, a better place in which to live—for all mankind.

ECOSOURCES BIBLIOGRAPHY

This bibliography is compiled on a monthly basis and is primarily intended for teachers teaching environmental topics. Copies are free and may be obtained

by sending a *stamped, self-addressed* envelope to: Janet Woerner, Science Department, Freeland High School, 710 Powley Drive, Freeland, Michigan 48623.