

compiled and written during the Carter Administration. This report states that, if present trends continue, the world will become more and more overcrowded, more and more polluted, and less and less stable ecologically. This Report does not make predictions into the future; instead, it depicts conditions that are likely to develop if there are no changes in public policies, institutions, or rates of technological advance, and if there are no wars or other major disruptions of the environment. Generally, the conclusions drawn from this report indicate a very dismal outlook for a large proportion of the world's population with regard to adequate food and other basic needs. This report states:

'Barring revolutionary advances in technology, life for most people on earth will be more precarious in 2000 than it is now—unless the nations of the world act decisively to alter current trends.'

Because our future welfare and the welfare of all living things appears to be in serious jeopardy, a group of environmentalists proclaimed—on 5 June 1982, which was Environment Day and the tenth anniversary of the United Nations Conference on the Human Environment—*The World Campaign for The Biosphere*. The goals of the Campaign include:

1. To develop and foster on a continuing basis, educational programmes designed to make the concept of Our Biosphere personally meaningful to all people;
2. To improve the scientific understanding of the design and operation of The Biosphere;
3. To develop ways to safeguard The Biosphere;
4. To encourage the reduction of the physical and spiritual harm that is inflicted on all humans and also Nature by failing to accommodate to Our Biosphere's needs and ways.

Throughout the United States and Canada, significant components of environmental education have been integrated into the K-12 science curriculum. Some joint efforts of interdisciplinary instruction have also taken place between science teachers, social studies teachers, and teachers of other disciplines. However, I believe that greater and greater efforts need to be directed at analysing environmental problems and proposing realistic solutions to these problems. I feel that science teachers should re-examine their science curriculum and make a careful appraisal of whether their science programme

meets the objectives of the World Campaign's proclamation. For example, are topics concerning human population-growth, the possible outcomes of a nuclear war, the security of future energy supplies, the consequences of deforestation and devegetation, the implications of continued use of insecticides, and effects of atmospheric pollutants on Our Biosphere, currently being addressed in science? Are students involved in activities that allow them to investigate their environment, analyse specific environmental problems, and propose realistic solutions and alternatives to these problems?

The World Campaign project is a challenge facing all of us who really care about our world's future (Polunin, 1982), but science teachers have a special opportunity to meet this challenge. They are in a unique position to make young people aware of our dependence on the continued health of The Biosphere and of the fragile interrelationship that exists between it and ourselves. Let them therefore join with their environmentalist and social studies colleagues to make a concerted effort to achieve the goals of the World Campaign, which can and should play an integral role in their future and that of their students.

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