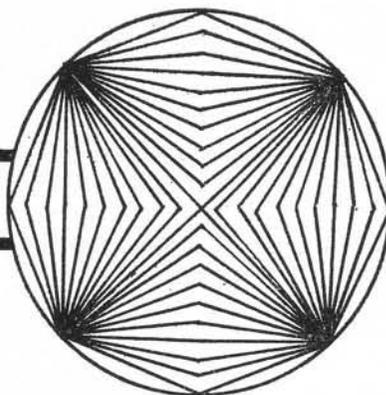


## Points of View



### Extension Teach Ecology?

Why not teach ecology to adults?

There's no more logical avenue of environmental education for adults than through a vast network of agriculturally oriented adult educators.

While a wealth of information on teaching environmental principles to grade and high school students exists, not as much material is available for teaching ecology to adults.

Extension personnel could coordinate teaching ecology in either a city or nonmetropolitan environment. It's true that many people are simply not interested in learning about nature as such, or not interested in wildlife. It might be easier to interest them in these subjects, however, if brought to realize that wildlife is an indicator of the quality of the environment. If the environment isn't suitable for the survival of wildlife, then it's becoming unsuitable for the survival of man.

Regardless of the causes, the evidence points to deterioration of the environment. In 1967, there were 78 endangered species listed by the Na-

tional Wildlife Federation. In 1970, the list of endangered species reached 102.

In October, 1970, the U.S. Department of the Interior added to its list 3 more types of animals, 3 more species of birds, and 11 more kinds of fish to those species now facing extinction in the United States, to bring its list to a total of 101.

Increasing population pressures will increase the need for awareness of dependence on trees, green belts, buildings that blend into the environment, and the need for provision of the natural characteristics in each community.

We have founded model cities such as Reston, Virginia, and Columbia, Maryland. Kenneth Hicks of the Missouri Department of Conservation has suggested forming conservation communities. Conservation here is used in the general sense, meaning environmental, where the efforts of the community would be directed toward ecological education of its citizens to create a desirable setting for the community.

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