

WTI Conservation  
Bulletin Dec 1949

• We have recently prepared a list of current references of conservation material. We have annotated the material and arranged it under the various con-

servations areas and have also grouped the references into four reading or educational levels. We will be glad to send you a copy if you desire one.

## The Teachers' Conservation Guide

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The chairman of the Conservation Curriculum committee cites a publication which can help teachers make conservation education a potent reality.

*Guide to Conservation Education* is a recent publication of the Wisconsin Cooperative Educational Planning Program produced by the Statewide Conservation committee.

The purpose of the guide is to help teachers in planning for conservation in Wisconsin schools. It suggests a needed plan for conservation education in Wisconsin schools. It outlines the scope and areas dealing with our natural resources, suggests possible ways how conservation can be fitted into the curriculum pattern of our schools. It allows for minimum, yet provides for maximum teaching materials.

Teachers have been desirous of suggestions and help to implement conservation in our schools ever since the state legislature, in 1935, made it compulsory that every school in Wisconsin teach an adequate amount of conservation.

THE GUIDE briefly outlines the over-all picture of our natural resources with suggestions how this material might become an integral part of any school on the local level, dealing with the natural environment in which the pupils live. Real situations and experiences are suggested wherever such are possible.

In recent years we have given much lip service, but have yet to learn the imperative need in the interrelatedness of man to man and of man to his physical environment. Every community must understand and solve its own problems in terms of its own population. Any

blueprint worked out by experts and inflicted upon an area may be detrimental to people within that area. A long-range conservation program will be successful in direct ratio to the interests and efforts of the local groups themselves. Primarily the people will have to organize and carry out a conservation program. Man has caused the need for conservation, therefore man must devise practical and effective means to implement such programs to meet this need.

Conservation education will become a part of our educational program. Whatever gets into the national consciousness gets into our schools, and if we in the schools are slow to take the lead in pointing the way in this great program, we will have only ourselves to blame. If we are going to be strong, we must draw that strength from the earth; and in order to be able to continue to draw this strength, man must better understand and be in harmony with nature.

It is urgent that we move forward with an educational program that makes all of us realize the need for the intelligent use of our natural resources.

It is the hope of the committee that every teacher in our Wisconsin schools study carefully the content of the guide, offer suggestions and helps as to how it might be improved, and suggest what might or should be the next forward step to make the teaching of conservation a reality in all of our schools. It's time to act. "Conservation cannot wait." Conservation is everybody's business.