

Reports—Current Topics—Queries

MEMBERSHIP OR SUBSCRIPTION?

Too frequently I receive correspondence indicating ignorance of what constitutes membership in NABT. An explanation appears warranted.

Any individual, interested in the programs, publications, and benefits of the Association, may become an active member by payment of \$12 annual dues. By joining, the new active member will receive, for one calendar year, all issues of *American Biology Teacher*, all issues of *NABT News & Views*, and any special publications and special mailings scheduled during the year. The new active member is also eligible for CRISIS and Perma-Term insurance, has the right to vote and hold office, and receives reduced registration fees at the national convention. Participation in the Outstanding Biology Teacher Award program, regional seminars, and the Bausch & Lomb Award program, although not restricted to members, is encouraged.

A subscription to *American Biology Teacher* provides *only* the journal (nine issues a year) to the subscriber. In 1938, when NABT was founded, the journal was provided to members only. However, a demand from libraries and science departments soon developed for NABT's journal, and the Association began to make *American Biology Teacher* available on a subscription basis, at a rate slightly higher than membership dues. That policy continues today.

Teachers in schools maintaining a subscription to *ABT* sometimes believe this entitles them to membership. It does not; and confusion occasionally arises. These teachers are not eligible for any of the above benefits. A school may pay the active membership dues for a teacher, but, unless the individual's name is supplied to NABT, the Association has no way of differentiating, and a subscription instead of a membership is automatically processed.

In addition to active membership, NABT has several other classes of membership. Students, either undergraduate or graduate, majoring in any area of biology or preparing to teach biology, and not in full-time employment, are eligible for student membership. Student membership dues are one-half the active membership dues. Students are eligible to receive only the Association's publications. Emeritus and honorary members are exempt from payment of dues but receive all benefits accorded active members. NABT also has foreign, life, and sustaining memberships; additional information on these may be obtained from our Washington office.

The next time a question arises regarding active membership or subscription, remember that the NABT active member receives a host of benefits in

addition to a year's subscription to *American Biology Teacher*.

Jerry P. Lightner
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VIDEO-TAPE PROJECTS IN HUMAN ECOLOGY

In the period following the celebration of the original "Earth Day," biology teachers were excited about the new awareness of problems of overpopulation and the rapidly deteriorating environment. Many have had the opportunity to develop courses in human ecology in response to the demand of concerned college students, who were eager to get the facts and to do something about them. Fortunately, a number of good books, journal articles, and films became available to these courses; but the actual vital force that made these classes succeed was the enthusiasm of the students. It is important that this student enthusiasm be maintained at a high level if the goal of an improved environment is to be realized.

Unfortunately, due to the deluge of "ecology" in magazine articles and newspaper stories and on television (including commercials), student enthusiasm is in danger of being replaced by boredom and apathy. This feeling is enhanced by the student's awareness that our governmental processes often move at a snail's pace and that the power of giant corporations often prevents or delays the solution of environmental problems. After contemplating this problem for some time, I recently came up with an idea that seems to have succeeded in reigniting that spark of enthusiasm in my human-ecology students.

Our college instructional-media center had recently purchased a compact, portable video recorder and camera, along with a larger, stationary video recorder and monitors. Using this equipment, I designed a project in which groups of students were asked to investigate local pollution problems by first discovering them and then filming them with the mobile TV unit. Each group was required to present a 15–30-minute taped program, with script, to the entire class, near the end of the term.

Because this course was taking place during the short January interim, the students had approximately four weeks in which to complete the assignment. This work was in addition to the daily reading assignments and discussions, 16-mm film presentations, and four field trips. There were 12 class members, so three groups were formed, with four students in each. Group meetings were held, and the students selected their own topics upon which to report. The topics were air pollution, water pollution, and solid-waste disposal.