One of the most perplexing problems in the ES science courses arises from the greatly different backgrounds of the students. Non-science majors have been extremely reluctant to take the required ES science core courses. These courses were designed so that no previous background was essential, but when most of the students in the course are science majors (90%), it is disturbing to bore the majority so that the minority can keep up. An alternate curriculum, which might be a solution to the problem, would be to have the student take blocks of courses from two of three of the following areas: (1) humanities, (2) social sciences, and (3) natural and physical sciences, with a student omitting the courses in the area where he or she is majoring. The problem became so serious that we dropped ES 310, Biological Effects and Chemistry of Pollutants and the ES minor now selects four hours from the biology or chemistry electives. The chemistry department has recently added five hours of mini-courses to the ES elective list.

Although the problems have probably outweighed the successes to date, we have survived for three years and have offered at least three ES courses each semester. Thus, environmental courses are available to Kearney State students on a regular basis. ES is also a significant program at Kearney State in that it is the only program which attempts to be truly interdisciplinary in nature.

In addition to the regular course offerings, the ES program has sponsored several speakers, workshops, seminars, institutes and evening courses. We have developed an information center which provides objective data about environmental issues for south-central Nebraska. We have done research on local environmental problems, both through individual faculty and student efforts and as class projects. One highlight of the program was an ES 499 class planning and helping to initiate a recycling center in Kearney.

We are gradually developing a more well-rounded curriculum, having added courses in Environmental Psychology, Introduction to Environmental Studies, and Politics of Energy and the Environment.

In summary, the ES program at Kearney State, in spite of organizational problems, has helped to make students and faculty more environmentally conscious and has broadened the outlook of all persons involved in the program.

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CAREERS IN BIOLOGY, A MINICOURSE
A summarization of a paper presented to the March 21-22 adjunct meeting of the AMCBT at Kearney State College

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All too often students enter an academic program without any insight into the career opportunities the program may or may not lead to. To fill this need, the biology faculty at Kearney State College added an "Opportunities in Biology" minicourse to our schedule. The class met twice a week for five weeks and offered one semester hour credit.

Four goals or purposes for the minicourse were established:

1. The course should focus the student's attention on career awareness.

2. The course should provide an opportunity to develop skills in information gathering. (To meet this goal, the students spent two sessions in the college library searching out occupation handbooks, employment guidelines,
etc. It is not enough that students be told where to find the literature. We all know that we actually need to perform a particular task to become proficient at it.)

3. The minicourse should provide an introduction to the support services offered by the college. (To this end, guest representatives of the college placement office and the academic advisement center discussed their respective services.)

4. The minicourse should provide an introduction to the various careers in the natural science field. (During the class sessions, academic advisors from the biology department discussed the professional requirements, academic preparation and employment possibilities in their respective areas. Included were environmental studies, wildlife management, forestry, agriculture, medical technology, allied health and teaching. The course also provided an opportunity to explore "cross-match" interests (e.g., biology and art may lead to a career in medical illustration.)

It should be apparent to the reader that we relied heavily upon resource people for assistance. We felt that two advantages were realized by involving such a diverse group of people. First, no one person (i.e., class coordinator) can keep up with trends in every vocation. We therefore involved the advisors for the specific vocational areas. As a possible second benefit, students may be less hesitant to seek advice at a later date, having met the faculty advisors in the minicourse.

There were some problems associated with the minicourse and we offer general suggestions to anyone contemplating a similar offering.

1. The course should be offered on a pass-fail basis.

2. There should be a limit on the number of credits a student might accumulate in such courses.

3. The class size should be kept small (i.e., under 20) to permit active participation by everyone.

4. Representatives of our "sister sciences" (e.g., chemistry) should be involved.

5. The course might be split into two sections, one for freshman who are not committed to a major and one for upper division students who need to know how they can apply what they already have.

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HAVE YOU HEARD ABOUT?

THE LIVES OF A CELL These thought-provoking essays originally appeared in the New England Journal of Medicine. Although concerned with serious content from all fields of science, they are written in an entertaining manner, sometimes reaching the witty. If you have students who are somewhat complacent about their understanding of scientific phenomena, these essays will serve to disturb their equilibrium. Don't miss reading them yourself. I believe that every biologist will find at least one new thought. Thomas, Lewis The Lives of a Cell; Notes of a Biology Watcher, The Viking Press, New York, 1974.