

responsibility?

sequent loss of revenue derived from corporation taxes, and bitter complaints from area residents about their tax increases.

This comes back to the definition of pollution. Is a bad smell pollution if it is not toxic? Is a pig farm pollution?

The major source of pollution is people. Corporations are more anonymous, and much more comfortable to attack than ourselves. There are soaps on the market, possibly less convenient and more expensive than detergent, but looking at the Great Lakes it is quite evident that detergents are pollutants. Municipalities pour raw sewage into our rivers, but the chances that a plebiscite requiring a tax increase in order to properly process sewage would gain an affirmative majority are narrow.

Effective control of pollution will only be established when a positive incentive for not polluting is provided — this may be found in public pride. The conflict of public interests is amazing—cities go to great lengths to attract industry, then one year later are damming them for polluting. In western Canada, 3-5% of the capital cost and 4-5% of the operating cost of any natural gas plant is allotted to pollution control facilities. While the evaluation of pollution control success cannot be measured in dollars, it is a valid observation that these gas plant expenditures were installed before there were any government regulation.

By becoming aware of federal legislation and supporting federal government grants to municipalities with guaranteed continuity, so that long range pollution controls can be instituted, people can best fight pollution. Pollution control must come from the public, the government and industry, in that order.

—Irene Harvie

Universities? Governments?

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Growing student concern about pollution and other forms of environmental degradation shows signs of becoming institutionalized, though just what forms of expression this concern ultimately may make is not clear. Last September, Senator Gaylord Nelson (D-Wis.), who successfully campaigned for re-election in 1968 primarily on the environmental protection issue, called for an environmental "teach-in" to be

held this spring on every university campus in the United States. The teach-in, he said, could take the form of symposiums, convocations, panel discussions, or what ever the students decided upon. "The same concern [that students] took in changing this nation's priorities on the war in Vietnam and on civil rights can be shown for the problems of the environment," Senator Nelson said.

An environmental teach-in movement has in fact developed, with Nelson helping to organize it. That the teach-in idea has caught on seems due in part to the circumstance that, even before Nelson made his proposal, significant numbers of students felt strongly about environmental problems, as evident from the student conservation and environmental study groups springing up at various universities. And the idea of students turning next to the environmental problem as a major area of their concern has gained currency partly from the publicity accorded it by the news media, which are themselves taking up the environmental issue with fervor.

The movement is being promoted nationally by a newly chartered tax-exempt organization called Environmental Teach-In, Inc., of which Senator Nelson and Representative Paul N. McCloskey (R-Calif.) are the co-chairmen. Others on the governing board

include Sydney Howe (president of the Conservation Foundation), Ehrlich, and five other members, including three students. The student co-ordinator of the movement is Denis Hayes, a former president of the Stanford student body and now a law student at Harvard. Hayes and a half dozen other students are taking off a half year from their studies to work for the teach-in movement. Environmental Teach-In, Inc., will appeal to the public for funds to cover

its expenses, which are not expected to be large.

Because of a problem of academic scheduling, the teach-in at the University of Michigan will be held from 11 to 14 March, more than a month earlier than the national teach-in. Michigan students have prepared an ambitious set of plans and goals for their event, and this prospectus is being sent by Environmental Teach-In, Inc., to students at other institutions to help them plan their own activities. Or-

What the Student can do: take political action.

•Join STOP — Save Tomorrow, Oppose Pollution.

—a non-organization for political action.

—no dues, no meetings, no committees.

—membership is earned, not bought.

Did you know that politicians consider one letter to represent 100 individual grievances?

Did you know the most effective lobby is a telephone call to your MLA and MP (three minutes to Ottawa, \$5.00; night telegram, \$2.60)?

Did you know that a Provincial Pollution Complaint Dept. exists headed by Mr. H. L. Hegge, telephone 229-4551 ext. 21?

Did you know that postage is free on any letter sent to an MP while parliament is in session?

Did you know that our survival demands action? Write to your MP, phone your MLA, confront your representatives and demand that pollution be stopped. You are now a member of STOP.

•Join the Student Action Committee on Pollution which is now being formed to organize a teach-in and to draft and promote legislation on anti-pollution; the reporting of pollution law violators; the filing of environmental lawsuits; active campaigning for elective officials who have sound positions on environmental issues. This committee is co-ordinated with the environmental teach-in movement organizing on all major campuses across Canada and the United States. On this campus contact Dr. Ed Daniels, Dept. of Pharmacology, or Mr. Brian McLoughlin, Education Rep., 9742-103 St., telephone 423-1256.

ganizing the Michigan teach-in is a group called Environmental Action for Survival (ENACT).

ENACT is to be a continuing organization that will carry on educational and action-oriented activities long after the teach-in itself has been held. The teach-in, which is reported to have strong support from Michigan's President Robben Fleming, will be an effort to promote programs of interdisciplinary study of environmental problems, draw public attention to those problems, encourage environmental education activities in the public schools of Ann Arbor, and discuss and carry out action projects.

According to the teach-in prospectus, action projects which might be undertaken before, during, or after the teach-in include the drafting and promoting of legislation, the reporting of pollution-law violators, the filing of environmental lawsuits, and active campaigning for elective officials who have sound positions on environmental issues.

If one may judge from the prospectus for the Michigan events, the teach-in movement will have a distinctly activist ring. And past experience with student activist movements has made it clear that these are dynamic and unpredictable and tend to acquire a will of their own.

—Luther J. Carter



"Boy, you had me worried for a moment there — I thought you said three to five years!"
(An American view)