

# POLLUTION :

## A public hang-up

Sue Smiley

From oilslicks to thick, irritating air, pollution makes front page news.

"Our hang-up is ourselves," states Mike Naylon, Director of Field Services of the Environmental Science Center. "We haven't come up with a real value system." Naylon explains that biological potential has to filter through a culture. The result is how land is actually used. "We have to be able to come up with and identify needs in terms of social cost as opposed to social benefit."

Naylon feels that part of the problem of pollution goes back to the old American addage, if a little helps, a lot will be much better. This is explained with the use of lawn fertilizer. The excess ends up in out lakes and rivers causing over growths of water plants. The same people who help cause the growth of the plants in their lakes may complain of poor conditions for recreational use.

The Environmental Science Center has great hopes for researching ecological problems and for developing educational materials to educate the public.

The necessity of having environmental education programs in public schools brought the Minnesota State Legislature to provide for such programs by passing an action bill in 1967.

Since 1967 the center has been acting as a recommendation source to public schools, teachers, and some individual students as well as setting up environmental models.

A trip to a National Wildlife Refuge for several students from Dall Grove Junior High, Bloomington, complete with a study of snow depth, wind direction, temperature, and soil samples and investigations performed by

snowshoe is just one of the programs developed by the Environmental Science Center.

Other students in Minnesota elementary schools learn about shrubbery, trees, and natural grasslands by utilizing vacant lots and unused areas in their own communities.

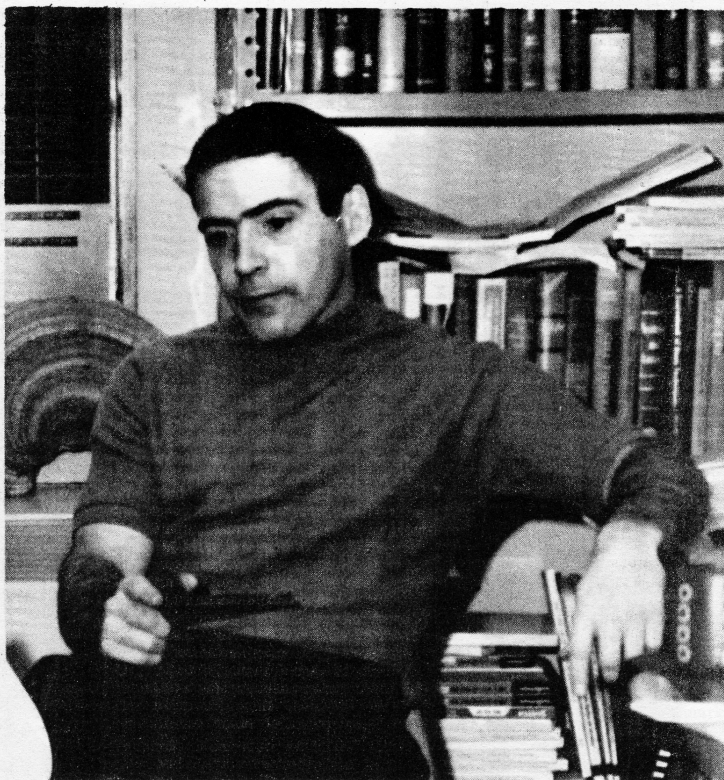
The Environmental Science Center began as a federal project to serve the seven county area near the Twin Cities, but the vast need has made the center a state wide service. On the national level the center has been employed by the Department of the Interior for their model cities programs.

Being government based, the center has suffered recently from government cutbacks which let it from \$20,000-\$30,000 short.

Although, individual student research has been adversely affected by the cutbacks, a "multiplied" effect has proved important in teaching environmental science. Teachers who have attended courses at the center multiplied by the number of students they teach equal the number of children influenced.

From the opening of the center to June, 1970, in projected figures 180,000 children have been taught by materials which their teachers obtained from the center. The effect grows with various camps and training programs.

Environmental education plus environmental research gives us ecological conscience. The same pamphlet published by the Minnesota Environmental Sciences Foundation, Inc. which printed the previous statement concludes that, "With an awareness and understanding of environmental complexities, an ecological conscience will provide wise, rational, and responsible utilization of our human and natural resources."



## NO FORUM

### Student co-operation needed

by Andi DeWahl

Unless students make an effort, there will be no forum this year.

"The majority of the student body is apathetic toward a forum... even the Student Council representatives have an 'I don't care' attitude," according to senior Jeff Weihe.

Jeff, who is presently in charge of the forum, feels that this is partly due to the lack of communication inside the Student Council.

Another reason the forum is failing, is that "students figure someone else will do it. They don't realize that they could be helping," said junior Steve Judge.

"Students want to participate, but they don't want to work on the forum," added Jeff.

Another reason that ties in with this thought, is that students are afraid to get involved.

Principal Curtis Johnson said the forum lacked support because "there are so many things going on that interested people just don't have the extra time."

There is also ignorance. Some students—mostly sophomores—have never even heard of the forum. This might explain their lack of interest.

In order to have a forum, topics must be chosen, speakers and materials must be lined up, approaches to presenting the topics must be researched, and a schedule must be drawn up.

The Student Council has tabulated the results of the suggestion poll given to the students a few months ago. Over 1700 polls came back showing drugs, music, and Vietnam as the topics students are most interested in.

Last year's forum was held in March. The day was divided

into three discussion periods, and a break for lunch. Some speakers lectured, some showed filmstrips and then had question-answer periods.

Some of the complaints in the Council poll about last year's forum were that the periods were too long for sitting comfortably, that the groups were too large, and that some of the speakers should have been screened beforehand.

Another suggestion was to run the forum like voluntary lyceums. This would allow people to choose

either a listening group or a discussion group. It would provide a place to go for those who wouldn't wish to participate in the forum.

Some students also suggested that the forum explore some new topics, instead of always just sex, drugs, and Vietnam. Jeff says that is the forum gets off the ground, he would like to keep seven periods in the day and to have smaller, more intimate groups.

The forum is tentatively set for the week of April 6-10.

## Lynn quits, needs time for music

by Sue Steinwall

Lynn C. Anderson, senior, chairman of the Joint Student Faculty committee has resigned her post.

There were "a number of reasons" for her resignation, but the basic one was to allow for more time to study music.

Lynn feels that she had a case of "senioritis" where there was "really nothing to get excited about." When she suddenly became "excited" about her music, she felt that it would be a good thing to devote more time to. Lynn plays the French horn in band.

The Joint Student Faculty committee will now be headed up by Peggy Stevenson, junior. In the future, the committee will be divided into three sub-committees; curriculum, mini-courses, and general business.

Lynn would like to see curriculum become a separate committee because there is such a

vast amount of work it could do with curriculum innovations.

Last spring, Lynn was seriously considering running for Student Council president. She decided against it because she felt that curriculum was the most important aspect of Student Council's realm. Curriculum work would always go on no matter if there was poor or good leader as president.

In reply to the rumor that she had been holding the council together while Chuck Drange, senior, Student Council president was in the hospital, Lynn said that "I was the one with the most experience on Student Council, but I wasn't holding it together."

Lynn feels that Student Council is the most important thing of a school.

"When Student Council is repeatedly cut down, it can't help but operate inefficiently."



# OPEN

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Emilie Moffet