

the question of whether the social sciences can usefully contribute to the abatement of pollution and what ways they might do so.

I do not have a prepared statement but I prefer to work from notes, Mr. Daddario, if that will be acceptable to you, and I shall try to be brief. I know that the committee has sat for many days and listened to much testimony. It has sat a long time this morning and probably would welcome brevity.

Furthermore, I think that the social sciences have not as yet done very much to contribute to the solution of pollution problems and hence there is perhaps not much for me to say. I'm reminded of the words that General Eaker had to say when he landed the first contingent of B-17's in a small English village in 1942 and was asked to make a speech to the inhabitants. He thanked the local people very much for their warm welcome, and added: "When we have done some fighting, we will do some more talking." Then he sat down.

I am not an expert on pollution, Mr. Chairman, but I have tried to follow some of the studies of the subject and to give some thought as to how social sciences might help to make recommendations for the abatement of pollution.

We haven't found a fully satisfactory role for social sciences as yet. As my first suggestion, Mr. Chairman, I would recommend that a good way to get social sciences involved and thinking about these problems would be to get social scientists appointed to advisory boards and study committees that have looked into pollution problems.

I notice, for example, no social scientists named on the PSAC Environmental Pollution Panel or on the subpanels thereof. There are only one or two among the participants in the discussions conducted under the auspices of NAS-NRC Committee on Pollution.

The effective participation of social and behavioral scientists in efforts to abate pollution require development of a body of knowledge. The development of a body of knowledge, a body of interested people who are aware of the problems and the techniques of pollution control, is essential so that social scientists can both learn about where they can be useful as well as suggest ways of formulating the problems.

In other words, I think you learn about a problem by participating in groups that are working on the problem. I think it is essential to have social scientists participating.

I would suggest that there are at least four ways in which social science may contribute to the study of pollution and its abatement. Let me briefly enumerate them and then I will go into some detail on each.

The first way is by the analysis of the economic, social, and human context in which pollution occurs, and by clarification of the forces that produce pollution or allow it to occur.

The second way is through the assessment of popular understanding of pollution and its causes, and assessment of popular acceptance of measures for its abatement.

Third, I think that social scientists can contribute through the invention of institutional devices for effective control of pollution, and, fourth, they can contribute through the invention of techniques for community education and action.

Let me take up these points separately. The first one in the matter of the analysis of the economic, social and human context in which