

to deal with the problems that we now face. These environmental problems are sufficiently urgent so that they have to be grappled with effectively by the present adults. By such actions the children that we are bringing along will have an environment that is fit to live in.

I do not think, however, that we should neglect by any means the education of the children. I think John Cantlon's ideas are very exciting ones. I have been working with the Green Bay school system during the past few months. The staff has developed a title III grant application to establish what they call a wilderness laboratory in the vicinity of Green Bay to educate children from kindergarten through grade 12 in ecology and conservation. One of the difficult educational problems I have had is to broaden the perspective of the teachers who are manning this program.

They take the position, just as John said most do, that if you take the kids out and show them a nice woods, they will understand about ecology. I said: "Look, you have Green Bay and that is a good example of misuse of an environment resource. Let's understand something about how Green Bay got into its present condition." The proposal they have put forward I think is closer to what John has in mind than the original proposal that they submitted.

Dr. A. D. Hasler, of University of Wisconsin, has proposed that we develop ecological clinics in order to educate the public. These clinics could be sponsored by churches, service clubs, and resort owners. By this device we could make the public more ecologically perceptive. The community could then participate more intelligently and more willingly in the social decisions that must be taken to achieve the necessary environmental quality control.

I agree with you, sir, that the public is going to play a very important role in the policy decisions which you have to make and implement. Therefore it behooves us as educators to see that not only do we educate our children, but that we educate the public so that they can understand the type of legislation that is going to be required to solve these environmental quality problems.

Mr. DADDARIO. Thank you, Dr. Sargent.

Dr. Deevey, we are going to keep going and will try to give you as much time as we can.

Dr. DEEVEY. Thank you, Mr. Chairman.

(Biographical sketch of Dr. Edward S. Deevey is as follows:)

DR. EDWARD S. DEVEY

Professor of Biology; Born Albany, N.Y., 3 December 1914; B.A., Yale, 1934; Ph. D. (Zoology), Yale, 1938. Instructor in biology, Rice Institute, 1939-43. Research Associate, Woods Hole Oceanographic Institution, 1943-46. Assistant Professor, Associate Professor, Yale, 1946-; Professor, 1957-. Director, Geochronometric Laboratory, 1951-62. Guggenheim Fellow and Fulbright research scholar, Denmark, 1953-54; NSF Senior Postdoctoral Fellow, New Zealand, 1964-65. Zoological editor, *Ecology*, 1950-57. Co-editor, *Radio-carbon*, 1958-. Publications: about 80 papers, in pollen stratigraphy, limnology, paleolimnology, biogeography, biogeochemistry, and general ecology.