

the so-called voucher system of state aid to education ["In My Opinion," January issue]. Your well-documented, clearly reasoned argument in favor of the voucher system is well taken.

Here in California we have had some predictably humorous reactions to the voucher plan. When Gov. Ronald Reagan (Rep.) first proposed it, Jess Unruh (Dem., unemployed) reacted in a knee-jerk fashion, condemning the plan as unconstitutional because it would subsidize parochial schools. (Apparently it is constitutional to subsidize an institution, namely the public schools, but not the individual who is free to choose any school, public or private.)

Probably the most cogent argument in favor of the voucher system was unwittingly made by a local public school superintendent, who opposed the plan "because it was forcing the public schools to improve and upgrade their standards"!

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### POLLUTION FIGHTERS' KIT

Wisconsin Congressman Henry S. Reuss is pushing some documents he calls a "Handy Kit for Fighting Polluters." The kit consists of two documents that tell the citizen how to take polluters to court and have the proper evidence to win.

One goes by the title "Qui Tam Actions and the 1899 Refuse Act: Citizen Lawsuits Against Polluters of the Nation's Waterways." It is published by the Conservation and Natural Resources Subcommittee of the House Committee on Government Operations, and it explains how the 1899 act works.

The second is called "Our Waters and Wetlands: How the Corps of Engineers Can Help Prevent Their Destruction and Pollution." It examines the responsibilities of the corps for protecting the nation's water areas and recommends how the corps can stop or minimize pollution and destruction.

"State and federal laws on industrial water pollution are full of holes and hopelessly inadequate," Reuss said in discussing the "kit." "The 1899 Refuse Act, with an alert citizenry, can help the country move from talk to action in the fight against water pollution . . . including action by the citizen himself, bringing a suit if need be."

Copies of the "Handy Kit for Fighting Polluters" can be obtained by writing Representative Henry S. Reuss, 2159 Rayburn House Office Building, Washington, D.C. 20515.

### AEC Environmental Research

The U.S. Atomic Energy Commission has published *Summaries of USAEC Environmental Research and Development*. It is available for \$3 from the National Technical Information Service, U.S. Department of Commerce, Springfield, Va. 22151.

## SUGGESTIONS FOR CONTRIBUTORS

**STYLE.** *American Biology Teacher* would rather receive an ill-written article containing worthwhile ideas than a stylistic masterpiece that says little: our editors can mend bad writing in a good cause. However, we do hope for clear terse prose, free of jargon. Sensible advice for writers will be found in the Conference of Biological Editors' *Style Manual for Biological Journals*, 2nd ed., published by the American Institute of Biological Sciences; and *How to Write Scientific and Technical Papers*, by Sam F. Trelease.

In matters of punctuation, enumeration, and the like we follow generally the above-mentioned C.B.E. manual and the University of Chicago *Manual of Style*. Our spellings are usually those preferred by *Webster's Third New International Dictionary* (G. & C. Merriam Co., 1965) and its abridgments.

Technical measurements are in metric, not English, units.

Avoid footnotes of any kind. References to the literature are made on-line (not by means of superscripts) within the text. If only one, two, or three works are cited, each is given in full, in the form "A. B. Smith, 1969: *Elements of Biology*, 4th ed., Jones Publishing Co., New York" for a book and "W. X. White and Y. Z. Green, 1965: 'The Inquiry Process,' *Journal of Pedagogy* 7 (2): 53-56" for an article. If four or more works are cited, they are presented at the end of the article as a bibliography arranged alphabetically by (principal) authors' last names, in the following forms for books and journals.

SMITH, A. B. 1969. *Elements of biology*, 4th ed. Jones Publishing Co., New York.

WHITE, W. X., and Y. Z. GREEN. 1965. The inquiry process. *Journal of Pedagogy* 7 (2): 53-56.

(Note that publishers' names and addresses are given and that names of periodicals are not abbreviated.) Reference to the bibliography from the text takes the parenthetical form "(Smith, 1969)"; if the same title is cited a second time this short form is repeated or, better, the reference is recast as, for example, "Smith also says. . ." The aim is to disburden the text of apparatus-*ibid.* and its relatives. Within text or bibliography a reference may be made precise by adding, for example, "pp. 123-145" or "ch. 8." Responsibility for exact quotation lies with the writer, not the editor.

**MANUSCRIPT.** Double-space *all material*, on one side only of standard (8½-by-11-inch) bond paper, allowing 1½-inch margins all around. Avoid line-end division of words.

**ILLUSTRATIONS, ETC.** Photos should be glossy prints not less than 5 inches wide. Other kinds of illustrations should be rendered in black ink on heavy paper, preferably with labeling done expertly on a transparent overlay. Key each illustration, on the back, to its legend ("caption") written on a separate sheet—being sure to mention credits, including "photo by author." Tabular material, too, must be presented on separate sheets—regardless of length. Within the body of the manuscript simply indicate relevance at the proper place, as, "see fig. 1" or "see table."

**GENERAL CONSIDERATIONS.** The editor welcomes letters of inquiry describing, in some detail, articles he may wish to see. Manuscripts that arrive unannounced may be considered, but will not be returned unless accompanied by a stamped, self-addressed envelope.

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