

### The Identity of 'Boris Komarov'—at Last

One of the most dramatic books about pollution in the USSR was *The Destruction of Nature in the Soviet Union*, by 'Boris Komarov', which first appeared in Russian in 1978—published by Possev Verlag, an emigré publishing house in Frankfurt, West Germany. Word of the impact of the book spread rapidly.\*

The big unknown about the book was the Author. Who was Boris Komarov? Was this a bit of CIA disinformation or was it a legitimate Soviet citizen or possibly an emigré? Obviously Possev knew in Germany, but they were not talking. Thus when the ultimate American publisher, M.E. Sharpe, Inc., of White Plains, New York, was considering whether or not to publish the book, one of their editors contacted me and asked me if I thought the book was legitimate. He had no idea, nor did I, of who 'Komarov' was.

Reading through the Russian version, I concluded that the book was legitimate and was not written by the CIA. It was the correct conclusion. We now know who the Author was. In fact, he has come to the Russian Research Center at Harvard and given us a seminar. His name is Zeev Wolfson. He is now a resident of Israel, working as senior adviser for the Israel Environment Protection Service. He is also involved in part-time research projects for the Soviet and East European Research Centre of the Hebrew University in Jerusalem.

Mr Wolfson wrote the book while in the Soviet Union, and the manuscript was secretly taken to the West for publication. Some of the Soviet Union's more eminent

dissidents were involved in the transfer of that manuscript. They read it and felt it should be published.

How did Mr Wolfson obtain the information that he utilized? From 1970 to 1977 he worked for educational TV programmes in environmental and biological departments in the Soviet Government. This provided him with many opportunities to visit some of the sites which he described in the book, and especially the natural preserves. Working in the media this way provided him with the access to many unpublished documents, as well as an opportunity to meet with people who were knowledgeable about the Soviet environment.

In addition his travels, both in the Moscow region and to the different hunting preserves, gave him an opportunity to see some of the abuses that he describes in the book. For example, he was in the Kuzyl-Agach game preserve in February, 1968, when the hunting party which used the preserve as their private hunting lodge moved in and destroyed the game that he describes. His contact with officials responsible for the natural game preserves also provided him with conditional information about other private poaching and hunting parties.

Mr Wolfson stayed in the Soviet Union until 1981, when he emigrated. That was after the book was published in Russian, and indeed after an American version appeared in 1980. Mr Wolfson did take a risk in publishing the material that he did. But his book has helped to shed light on the Soviet Union and its handling of environmental problems, and we are grateful to him for his insight and courage.

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\* See the review, by Anthony Stover, of the English Edition, which we published in *Environmental Conservation*, 8(4), pp. 335-6, 1981, and the remarks of the present Author, to whom it was passed for comment, which we published on page 268 of the same issue.—Ed.

### Ramdeo Medal Awarded to Dr S. Dillon Ripley

Dr Sidney Dillon Ripley, 2nd, Emeritus Secretary of the Smithsonian Institution, Washington, DC, is the recipient of the fifth Ramdeo Medal for Environmental Science, of the Indian Environmental Society. Dr Ripley, 72, is a noted biologist, ecologist, educator, Museum administrator, and ornithologist. He has studied extensively the birds of Far East, and has been involved in Indian ornithology for the last five decades. Dr Ripley is also Co-chairman of the Festival of India Committee, inaugurated by the Prime Minister of India on 20 June 1985, in Washington.

Dr Ripley is indeed a highly decorated person, being a Commander of the Order of Merit of the Polish People's Republic, and an Honorary Knight Commander of the Most Excellent Order of the British Empire. He has also received honours from the Governments of Spain, Denmark, Thailand, France, and Belgium, the Gold Medals of New York Zoological Society and of the Royal Zoological Society of Antwerp, the Swan Award for Outstanding Services in the Arts, the Commander of the Most Excellent Order of the Golden Ark in the Netherlands, the Thomas Jefferson Award from the American Society of Interior Decorators, the Medal for Distinguished Achievement from the Holland Society of New York, the order of the sacred Treasure of Japan, and the Delecour Medal of the International Council for Bird Preservation. He has also received honorary degrees from 13 universities and col-

leges, including the University of Cambridge (England), and George Washington University in the United States.

Dr Ripley is a renowned ornithologist, having pursued the subject from his school days. Since 1926 he has led a number of ornithological expeditions, in particular in southern Asia—including India, Nepal, and Bhutan. He has published a number of treatises on ornithology, including (with Dr Salim Ali) the multi-volume Handbook of Birds of India and Pakistan. His contribution in organizing Natural History Museums has been enormous.

The Ramdeo Medal for Environmental Science was instituted by the Indian Environmental Society in 1980 from an endowment by students of Professor Ramdeo Misra, of Banaras Hindu University, in recognition of his great contribution to Indian Ecology. The first Medal was awarded to Dr Michael Royston, in 1980, for his contribution in the field of Environmental Impact Management, the second was awarded in 1982 to Dr M.S. Swaminathan, Director General, International Rice Research Institute, Manila, for his outstanding contribution in the field of Agriculture and Environment, the third one in 1983 to Dr T.N. Khoshoo, Director, NBRI, and now Secretary, Department of Environment, India, for his significant Research on Energy from Plants and Management of Environment, and the fourth one to Dr Mostafa K. Tolba, Executive Director, UNEP, for his outstand-

ing commitment to Environmental Protection and Improvement. The award presentation ceremony for Dr Ripley will be held in Delhi some time during the forthcoming Science Congress in January 1986.

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### The Delhi Declaration on Environmental Education, 1985

We, the delegates to the Second International Conference on Environmental Education, held in New Delhi from 4–9 March 1985\* under the auspices of the Indian Environmental Society and the Department of Environment, Government of India, and with the active support and participation of a number of governmental and nongovernmental agencies—including UN agencies and international organizations, as well as representatives of 35 countries—take into account the efforts made during the Stockholm Conference (1972), followed by the Belgrade Charter (1975), the Intergovernmental Conference at Tbilisi (1977), and the First Environmental Education Conference, New Delhi (1981), the International Workshop on Development and Biosphere Stability (New Delhi, 1984), and the Banff Declaration of the North American Association for Environmental Education Strategies (1984), further take note of the following:

- (a) That, it is no longer possible to divide human experience into separate economic and ecological entities. Massive starvation in Africa, technological disasters in Mexico and Bhopal, and threats of increasing pollution, make it mandatory for us to recognize and integrate the environmental dimensions as a *must* for sustainable development;
- (b) That, the need of the poor, the greed of the rich, and the careless application of technology, are the major causes of environmental degradation which need to be addressed in an integrated and holistic manner as pointed out by Mrs Indira Gandhi at the UN Conference on Human Environment (1972);
- (c) That, the deliberations of this Conference, including the addresses delivered by the Vice-President of India and by the Minister of State for Environment, emphasized the need for *environmental awareness* as a prerequisite for action, and called upon individuals, groups, communities, national governments, and international bodies, to promote the cause of environmental conservation;
- (d) That, environmental education and training should be an integral component of the educational process through formal and structured curricula as also through the non-formal media. This should aim at building professional manpower and an 'environmentally literate' and active citizenry;
- (e) That, the majority of the population in developing countries is in the younger age-group, and a sizeable number of them still remain outside the purview of a formal educational system. The potential capabilities of youth, children, and womenfolk, as stressed by Mr Rajiv Gandhi time and again, should be introduced into the environmental conservation programme in the proposed revised Educational Policy.†

Based on deliberations and consensus as arrived at by the Conference, we urge upon all concerned [the need] for immediate action on the following ten recommendations:

\* On the very day on which this item goes to Press, we have received, from two leading participants, a formal article on that event which we hope it will be possible to restyle for the Conferences & Meetings section of our next issue.—Ed.

† For India, and, let us hope and strongly advise, other nations throughout the world.—Ed.

(i) Environmental Education Associations at the national level should be established to serve the professional needs of environmental educators, to create linkages with governmental and non-governmental agencies, and to assist in the development and dissemination of curriculum materials;

(ii) University teacher-training programmes should incorporate training in environmental education. Only when environmental education assumes a central place in all education will it begin to influence [large] scale management and governmental policy. Such training should include scientific and cultural studies related to human activities and the environment;

(iii) Each nation should consider establishment of a Youth Environment Corps consisting of youth (aged 16–22): the Corps would work on projects which promote ecologically sustainable development, especially in rural areas. Youth Corps projects should provide environmental knowledge and skills for participants in the programme;

(iv) Environmental Education Councils composed of local residents, officials, farmers, teachers, businessmen, and local bodies responsible for various environmentally-related projects and programmes, should be established at the local level. Such Councils would serve in an advisory capacity to assist in implementation of programmes at the local level;

(v) Environmental education demonstration projects should be established at the local level in concert with economic development projects to demonstrate the benefits of such a partnership. Such projects are necessary to gain local support for environmental education, and to provide working models for ecologically sustainable development;

(vi) Simple, easily applicable techniques should be developed for use by rural schoolteachers to demonstrate the *practical importance of conserving Nature*;

(vii) Environmental educators must develop practical pedagogical methods which address problems of environmental health in daily life—e.g. clean drinking-water, appropriate waste-disposal, and proper sanitation practices—as well as provide concepts and values regarding human–environment relationships;

(viii) Environmental Education curricula should be reviewed and, where appropriate, revised to provide inclusion of scientific and cultural (humanities, politics, economics) content sufficient to ensure that students understand the scientific basis of environment and ecology, and the organization and processes of human societies. Without this scientific and cultural understanding, students are unable to develop a useful holistic perspective for effective citizenship and professional life;

(ix) Universities, other educational, and research and development institutions, should be encouraged to generate new vistas of knowledge relating to environmental management in their respective areas of specialization; and

(x) The International Society For Environmental Education should establish a global Environmental Education communications system, to disseminate information and monitor indicators of The Biosphere's environmental quality—such as soil erosion, freshwater availability, food production, energy utilization, population growth, pollution loading, rates of deforestation, rates of desertification, and levels of soil salinization.