**English 1201**

**ESSAY UNIT BOOKLET 2 - INNOVATION**

**Student Name: Date:**

**Essay #2**

“Worldwide We”

Cheryl Gilbert (p. 96)

1. Using two (2) examples from the essay, explain **the significance of the title**, “Worldwide We”.  
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2. Identify the **purpose** of this expository essay using two (2) exampleS from the essay to support your explanation.

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1. What **text features** helped support the text. Which feature did you find **most effective**. Why?

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1. How is the essay organized? (consider the **methods of development** used) What textual evidence helped you to identify the organizational pattern?

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1. **Personal Response**: Why is **idealism** important to Craig Kielburger and the Free the Children Movement? Do you think idealism is important to the success of a social movement? Why or why not?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Essay #3:**

**“Top 25 Innovations” (CNN, p.126)**

1. Write the **purpose** of this expository essay in one sentence. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Provide two (2) **phrases** that suggest **the author’s viewpoint on innovation**. Explain who might agree or disagree with the author.

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**Essay #4: “Facebook Controversy”**

**By: Louise Brown (p.254)**

1. Provide three (3) references (words, phrases, ideas, organization) of **bias** presented in the article and explain why you think they are biased.

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**Essay #5: “In a digital world, what is the right kind of reading?”**

by: Robert Costanzo (Toronto), Oct. 24, 2012, © 2012

While quietly minding my own business in a bathroom stall at school recently, I overheard two of my students who didn’t know, or perhaps didn’t care, that I was there.

“Yo, dude, did you finish reading the novel for the English test today?”

“Me, naw, skimmed through it.”

“Dude, you’re screwed.”

“Nope, I read summaries and analysis online. I haven’t finished a book in two years.”

Naturally, I was horrified. My horror turned to shock when, peeking through the crack, I saw that the book skimmer was one of my top students.

I teach English at the Crescent School in Toronto, an independent boys’ school. For the past decade, I’ve joined many of my brother and sister English teachers lamenting the supposed decline of reading among young people.

Using all my creative powers, and motivated by genuine pedagogical paranoia, I’ve sought clever ways to bring my pupils back to their books. Surely, I thought, the world will descend into the seventh circle of Dante’s *Inferno* if they don’t.

Yet, despite good intentions and varied approaches by teachers, every year seems to bring greater apathy among students toward spending quiet hours engrossed in a book. Kids don’t seem to be reading as much for pleasure; kids don’t seem to be reading as much from their required texts; kids don’t seem to be reading as much, period.

The cause, frustrated teachers agree, is the growing distraction of electronic media. We could include other modern distractions and compile a sobering list of factors that drive a wedge between children and the kind of close reading we identify as central to the educational experience.

Some people argue that kids are in fact reading more; they are just reading less, more often, and from an increasing spectrum of interest. Aren’t they reading blogs, texts, tweets and Facebook pages, after all?

Though this is certainly true, the concern teachers have is about quality over quantity: Kids may be reading, but they are reading crap.

But are we ready for what some regard as a disturbing reality: that deep, prolonged reading is losing its relevance, and may be gone forever?

Students are surviving English class by sampling, scanning and browsing – precisely the same kind of reading they do on the Internet.

Staggering overstimulation has required young people to become excellent multitaskers. They’re not alone; a glance in the direction of a modern office reveals work stations with two or three monitors, a desktop computer, a laptop and a mobile device being balanced by employees required not to do more with less, but more with more.

Where does this leave English teachers like me who desperately want their students to pore over the novels of Conrad, Austen and Dickens the same way they used to when mustache-beards were in?

Maybe we should be letting them do what they do best: browse and sample.

As soon as I assign my students a piece of reading, they begin searching for Web-based shortcuts. They read biographies on authors, commentaries on style and context, explanations of themes and conflicts. Just the sort of thing I want to be doing with them, but they beat me to it.

They don’t know it, but this has enriched in-class discussions and layered their writing. Students may be reading only part of the text, but by nature they are driven to read around it, too.

Despite all my concern, they don’t seem to be suffering; in fact, their writing and speaking is as good as or better than I’ve seen in previous years.

So, perhaps it is time to meet students where the new reality finds them – reading shorter pieces, more often. Traditionalists may furrow their brows, but steady improvements in provincial testing suggest students haven’t reverted to cave-dwelling yet.

English teachers have held on to the 19th- and 20th-century novel with grasping, wrenching fingers. I’ve been one of them, and truthfully I’m not sure why.

The novel is a distinctly Western convention, and a new one at that – it arrived two centuries after the printing press. The Industrial Revolution increased leisure time, so longer pieces became more attractive – and writers benefited from being paid by the word.

While a teen’s reading material 100 years ago might have been as narrow as a few books on a bedroom shelf, a student in my class today has an endless range of possibilities

Lately, in my own classroom, we have started sampling text. Instead of reading one novel thoroughly, we may read the first eight pages of several novels and examine the varying styles, content and perspectives. We then sample from deeper within the works, and compare the styles of endings.

Students are free to read in depth from the works that truly interest them, and they often do.

I recently sought out the reading shirker from the washroom incident to compliment him on an outstanding paper.

We chatted about his reading habits for a while before he said: “I read all the time, sir, but I haven’t owned a book for years.”

Like it or not, the digital natives entering our educational institutions seem to be ready for school. The question is: Are schools ready for them?

1. Provide a two (2) sentence **summary** of the essay.

10. Provide the **thesis statement**.

11. Explain the literary significance/importance of the **title** and give two (2) direct references to support your answer.

12. Explain whether the author’s choice of **diction** is effective by providing **three (3)** examples

from the essay.

13. Identify and explain the author’s **tone**. Use two (2) direct references from the essay to support your answer.

14. Define **coherence.** Provide three (3) **Methods of Achieving Coherence** from the essay and provide an example of each from the essay.

\_\_\_\_\_

15. How is **unity** created in this essay? Provide two (2) examples for support.

\_\_\_\_\_

16. Comment on the literary significance of the author’s **style**.

17. What is the **method of development** for this essay and provide an example from the essay.

**Coherence Exercises**

**Name:\_\_\_\_\_\_\_\_\_\_\_**

1. **Begin the second sentence in each of the following pairs with a suitable *transitional term*.**
   1. A good education is important for a number of reasons. It broadens your mind.
   2. Dogs are better pets than cats. Dogs will warn or intruders.
   3. Acid rain is doing great damage to the environment. Something will have to be done about it, no matter what the cost to taxpayers and corporations.
   4. The dropout rate is alarmingly high. Government has raised the age of compulsory attendance from sixteen to seventeen.
   5. It is easy to let TV be the babysitter. Parents must make every effort to resist this temptation.
2. **The paragraph below is an excerpt from an essay on the question of girls playing on boys’ sports teams.**
   1. Select the *pronouns* in the passage and identify the *nouns* to which they refer.
   2. What *transitional term* indicates that the view expressed in the first two sentences is the opinion of the writer’s opponents and not her own view? What other transitional terms are used?

Some women in sport leadership fear that integration will threaten the future of female sport. They point out that the girls’ team might lose its best players to the integrated team. But this is the inevitable trade-off when the individual and group interests conflict. The best girl on the team might choose to leave in order to concentrate on her schoolwork or her violin practice. In these cases, she would not be criticized for jeopardizing the future of girls’ hockey. As a player, she certainly has a stake in the future of girls’ sport, but she does not have an obligation to stay.

1. Choose *three (3)* of the following words and compose two sentences for each: the first one using the word, and the second using a related word (*synonym*).
   1. anger
   2. orator
   3. poverty
   4. contradict
   5. rude
   6. death
   7. friendly
   8. luck
   9. destroy
   10. villain
2. Explain which elements in each of the following sentences are examples of *parallel structure*.
   1. Going to school, listening to teachers, and doing homework are not my idea of a good time.
   2. Several factors will make our team successful. The commitment to defensive intensity will make us tough to beat at playoff time. The willingness to work extra hard in practice can ensure our readiness. And the respect for our fans will ensure that our home court will be loud and intimidating for opponents.
   3. The creature had terrified him! Hurriedly he fumbled with the lock and pulled open the door; awkwardly he tripped down the stairs, and feverishly he stumbled through the fog towards his tent.
3. Correct the following sentences so that they are *parallel*:
   1. Making the basketball team, English and taking a trip are my priorities for the upcoming year.
   2. Marines need to possess several qualities. Undoubtedly, a sense of duty is important, but patriotism, an idea of commitment, and a notion of cooperation are also important.

**Coherence Exercise: Identify the coherency techniques the following passages**

**1. Excerpt from US President Obama’s inauguration speech:**

"In reaffirming the greatness of our nation, we understand that greatness is never a given. It must be earned. Our journey has never been one of shortcuts or settling for less. It has not been the path for the faint-hearted, for those who prefer leisure over work, or seek only the pleasures of riches and fame. Rather, it has been the risk-takers, the doers, the makers of things -- some celebrated, but more often men and women obscure in their labor -- who have carried us up the long, rugged path towards prosperity and freedom. For us, they packed up their few worldly possessions and traveled across oceans in search of a new life. For us, they toiled in sweatshops and settled the West, endured the lash of the whip and plowed the hard earth."

**2. The Gettysburg Address by Abraham Lincoln**

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - that from these honoured dead we take increased devotion to that cause for which they gave the last full measure of devotion - that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth freedom, and that government of the people, by the people, for the people shall not perish from the earth."

**3. Identify the parallel structure**

In many ways, the quality of our environment has deteriorated with each new advance of the gross national product. Increases in electric power production means the burning of more coal and fuel oil, and hence the discharge of more sulphur dioxide into the air. The growth of the paper industry has brought vast increases in trash. The production of new automobiles and the discard of old ones has resulted in unsightly piles of hulks. The growth of urban automobile transportation is choking both the mobility of the city and the lungs of the dwellers.

Roger Revelle, “Pollution and Cities”