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Should We Ban the Bottle?

In order to live a good life, one must have access to safe, clean water. In the United States, this is generally not an issue due to the government's strict water quality regulations and testing on tap water. Interestingly, despite relatively safe and reliable tap water resources, the purchase and use of bottled water within the United States has increased in recent years (Parag & Roberts 626). This has resulted in pushback from environmental and socially-conscious groups like Take Back the Tap, a national, student run organization that works to eliminate bottled water on college campuses. Take Back the Tap argues that bottled water should be banned because it wastes resources, contributes to pollution, and causes people to care less about keeping water accessible and affordable for everyone.

In light of the aforementioned information, the purpose of our paper is to evaluate the ethicality of Take Back the Tap's campaign. Specifically, is it ethical to sell bottled water on campus? If not, is it any more ethical to ban it? We argue that due to Carleton's corporate social responsibility to its stakeholders, Carleton has an ethical obligation to ban the sale of bottled water on campus.

Explaining our Ethical Framework

In order to analyze the ethicality of bottled water on the Carleton campus, we first begin by explaining Take Back the Tap's initiatives at Carleton as well as the dialogue surrounding it

on campus. We then analyze the responsibility of Carleton to respond to this issue by comparing different theories of corporate social responsibility, including Milton Friedman's "The Social Responsibility of Business is to Increase its Profits" and Freeman's "A Stakeholder Theory of the Modern Corporation." Additionally, we evaluate the Carleton mission statement in relation to Friedman and explain why this mission statement is important to understanding how Carleton should respond to certain ethical issues. Next, we examine Ferreo, Hoffman, McNulty, and Gibson's ideas, which complement stakeholder theory. We use these theories to analyze specific stakeholders, including students, Bon Appétit, and the Northfield community. Finally, we offer our ethical evaluation and possible solutions to the bottled water issue on campus.

Current Situation and Dialogue

As mentioned, Take Back the Tap is a national organization that is trying to remove bottled water on campuses across the nation, and its presence at Carleton has definitely been felt. Infrastructure and access to tap water has been an important goal for the group, and as a result they have been responsible for the installation of new water fountains and water bottle filling stations all across campus, which have saved hundreds of thousands of bottles from being used since their installation. In fact, one station in Sayles-Hill student center has filled more than the equivalent of 56,000 water bottles since installation. Take Back the Tap is also responsible for access to water at many campus-wide events, such as Spring Concert or dances, generally in the form of large reusable jugs or portable water fountains, so that water bottles do not have to be distributed.

Take Back the Tap has also promoted the general use of reusable water bottles and proposed selling reusable bottles in addition to disposable ones at sporting events as both a

fundraiser and a way to promote its overall goal. However, the administration has been hesitant to take this last initiative to a very large scale, which could be due to fear of losing revenue or lack of faith in the project (Mishkind). Finally, Darcy Mishkind, who is a leader of Carleton's Take Back the Tap chapter, said that one of the organization's biggest accomplishments was succeeding in removing bottled water from all vending machines. Take Back the Tap advocates for the elimination of bottled water because of the crippling environmental implications associated with it, including the large amounts of energy needed for production, the lack of bottles that are recycled, and the effects of moving of water from one watershed to another (Mishkind).

While Carleton's Take Back the Tap club has not yet been successful in completing their mission of eliminating bottled water on campus, other colleges with similar resources and campus climates have been able to do so, including Macalester and St. Olaf. At Macalester, activists focused on increasing the sale of cheap reusable water bottles on campus at places like their fitness center and sports games for only three dollars (Pillsbury). Macalester students also launched educational campaigns, including showings of bottled water documentaries and tap water vs. bottled water taste tests. Giving new and prospective students reusable water bottles also contributed to campus enthusiasm about a commitment to sustainability (Pillsbury).

Corporate Social Responsibility

There are many varying opinions on the responsibilities of corporations like Carleton. While some, like Milton Friedman, believe a corporation's responsibilities are only to its stockholders, others, like R Edward Freeman, believe corporations also have an ethical responsibility to meet the wants and needs of all those affected by the corporation's actions

(Friedman & Freeman). In a sense, tending only to the needs of the stockholders and making profit driven decisions seems the most ethical, because we are serving the wants and needs of people who are investing time and money into a corporation to keep it up and running. In his paper "The Social Responsibility of Business is to Increase its Profits," Friedman claims that any inclination toward social responsibility in business practice implies "that [the corporation] is to act in some way that is not in the interest of his employers," otherwise known as the corporation's stockholders (Friedman). While he says that a business manager may take action on an individual level to help promote things like environmental sustainability, when making decisions about how to spend the corporation's money, it should always be toward increasing profit—the main want of his investing stockholders. He states that it is unethical for a business to impose their ethical positions on others, and describes it as a sort of "taxation without representation," which forces citizens to be a part of some social cause without hearing their opinion (Friedman).

While Carleton is a non-profit corporation, we can still apply Friedman's theory to the college. Friedman explains how we could apply his theory to academic institutions, by stating that their goal would not be to maximize profit, but "the rendering of certain services" (Friedman). Therefore, according to Friedman, Carleton has a duty to maximize the success of the college, using the college mission statement to guide them.

The Carleton mission statement was created by the collaboration of Carleton faculty members and the board of trustees. While the mission statement mainly advocates for academic excellence in the liberal arts, it also includes a lot of rhetoric that supports ethical action. In the mission statement, Carleton is described as striving to embody "a culture of academic integrity,

civil deliberation, and ethical action" as well as preparing its graduates to be "citizens and leaders [who are] capable of finding inventive solutions to local, national, and global challenges" (Carleton Mission Statement). Because these phrases advocate for ethical action, we can assume that Carleton has a duty to address more than simply academic problems, specifically problems of ethicality.

The mission statement also advocates for sustainability because it states that Carleton aims to be "a responsible steward of its resources" (Carleton Mission Statement). If Carleton wishes to use its resources responsibly, it must participate in sustainable practices, such as supporting the elimination of bottled water on campus. This will allow them to continue to use their resources over a long period of time.

However, Friedman's argument for the college to focus only on the mission statement seems narrow-minded. This view ignores a basic ethical principle: that we should be mindful about all those who are affected by our actions. Ferrero, Hoffman, and McNulty criticize Friedman's theory in their essay "Must Milton Friedman Embrace Stakeholder Theory?" In this essay, Ferrero and his colleagues argue that in order for Friedman's argument to be valid, he must reject this idea of "limited liability," or the idea that corporations can maximize profits, or in Carleton's case, the success of the institution, while ignoring the consequences that these actions may have on society (Ferrero, Hoffman, McNulty, 43). They also emphasize that Friedman's theory allows companies to "externalize" their losses, "imposing taxes or costs on other people without their consent" (Ferrero, Hoffman, McNulty, 38). Therefore, we can reject Friedman's "taxation without representation" idea. In fact, Friedman's theory is doing just that, creating a negative externality for society by ignoring its wants and needs.

Freeman's "A Stakeholder Theory of the Modern Corporation" addresses this misrepresentation. Freeman states that all groups that are greatly affected by the firm and its decisions "must participate in determining the future direction of the firm in which they have a stake" (Freeman, 212). This theory includes a much wider range of people in the moral community of business corporations, including "suppliers, customers, employees [...] and the local community" (Freeman, 212). Freeman also comments on how Friedman's argument ignores negative externalities to society. He states that the current economic market makes it so "no one has an incentive to incur the cost of cleanup or the cost of non-pollution, because the marginal gain of one firm's action is very small" (Freeman, 214). If a corporation has a more inclusive moral community, including all those affected by their actions, these issues could be avoided. Freeman explains that we see examples of how more groups have been welcomed into the corporation's moral community through programs like labor laws, recalls, and the Clean Air Act (Freeman, 213).

Additionally, Freeman's theory expands on Friedman's ideas regarding the role of management.While Friedman sees the management as simply the puppet of the stockholders, Freeman sees the management as a group with a very important duty: to "look after the health of the corporation," which "involves balancing the claims of conflicting stakeholders"(Freeman, 217). Using Freeman's theory together with Friedman's is morally sound because the stakeholder theory takes into account the needs and desires of all those greatly affected by a corporation's decisions. In practice, Freeman argues that stakeholder theory also leads to greater success for the corporation overall. For example, employees that feel like all their needs are

being met will be happier and more trustful of a corporation they work for, making them more productive and efficient workers.

To round out the ethical framework through which we will evaluate the ethicality of selling bottled water at Carleton, we will examine Kevin Gibson's view on stakeholder theory. In "The Moral Basis for Stakeholder Theory," Gibson expands upon Freeman's argument for the normative stakeholder approach, which holds that a corporation should consider stakeholders' interests even when there are no obvious benefits for doing so (Gibson, 248). Gibson clarifies the implicit moral claims of the approach through agency, which focuses on the duties that a corporation has to its stakeholders, and deontological stakeholder theory, which asserts that a corporation's behavior should be driven by moral motives rather than specific consequences alone (Gibson 247-248).

Essentially, stakeholders are more than a way to obtain an end goal, so corporations need to act morally by taking their interests into consideration when making decisions. Corporations must act morally because of corporate personhood, or the idea that a corporation has some of the same rights and responsibilities that an individual does, and because individuals are expected to behave morally, corporations need to as well. Moreover, while it is okay to make a decision that will have a direct benefit to one's self or corporation, thus acting out of instrumental interest, it is more ethical to act out of selfless, moral motivations (Gibson 248). This is not to say that self-interest and morality are mutually exclusive; on the contrary, the reconciliation thesis claims that they may co-exist (Gibson 246). Using this theory, we can conclude that Friedman and Freeman's arguments fit together, in that the college can maximize success while taking into account stakeholder interests.

It is important to note that a group's interests do not necessitate obligations for a corporation to adhere to those interests (Gibson 250). Gibson comes to the conclusion that corporations only have duties to moral agents, including both individuals and groups (Gibson 252). In order to be regarded as a moral agent, two criteria must be met by an individual or group: there must be a clear culture, and there must be "continuity which would survive changes in membership"(Gibson 252).

Once it has been determined who qualifies as a moral agent, Gibson argues that stakeholders may be prioritized if the corporation feels it owes something to them, such as to those with whom it has a long-term relationship. Stakeholders may also be be prioritized according to the instrumental value they offer to the corporation (Gibson 254).

Additionally, Freeman would argue that stakeholders' interests should be prioritized based on their relationship to the institution's normative core, otherwise known as its central philosophy. In Carleton's case, we argue there is a normative core of sustainability because of the mission statement's emphasis on sustainability. This may be seen in sustainable practices instituted around campus, such as composting. This emphasis on sustainability is logical and valid because of Carleton's interest in developing good stewards and citizens, as well as promoting its longevity as an institution. Applying these theories to Carleton, we can prioritize those stakeholders who are affected by the college, have their own culture, have longevity, and whose interests pertain to the institution's normative core of sustainability. Some may argue that in order for Carleton to provide an exceptional education for its students, its normative core must *only* be about academics. However, Carleton must remember the importance of sustainability if it truly wants to provide an its students with an exception education now and in the long term.

Identifying Stakeholders

In order to efficiently analyze stakeholder interests at Carleton with regards to bottled water, we prioritize those stakeholders that are moral entities and whose interests directly affect sustainability on campus. These stakeholders include students, Bon Appétit, and the Northfield community. While the environment cannot be considered a stakeholder because it does not meet the criteria for moral agency, this does not mean that it should be neglected and the value that it provides Carleton be forgotten. In fact, Gibson argues that because stakeholders are moral agents, they must act as good stewards and promote the welfare of non-agents, such as the environment (Gibson 254). Thus, students, Bon Appétit, and the Northfield community must consider the environment in addition to their own interests and needs when dealing with Carleton.

Students

Students are very important stakeholders at Carleton because they pay tuition to receive certain promised services, i.e. an excellent liberal arts education. We can prioritize students as stakeholders because they are essential to the college's success and reputation, they have a clear culture, and they continue to exist as a group even as individuals come and go.

As a college, Carleton hails its students as "curious," "quirky," and "intellectually insatiable" (Carleton College Website). However, most Millennials today are seen as quite the opposite—as apathetic individuals who could not care less about civic engagement and environmental sustainability. These assumptions are confirmed in the Twenge, Freedman, and Campbell study that sheds light on the generational differences amongst Baby Boomers, Generation X, and Millennials. Combining data from the American Freshman Survey, which

surveys entering college students, and the Monitoring the Future Survey, which surveys American high school seniors, the study found that Millennials seemed to value more extrinsic goals compared to Baby Boomers and Generation X. Most notable was Millennial decline in care for the environment. The study found that "Millennials reported [...] making less effort to conserve energy, and being less interested in taking 'green' actions to protect the environment" (Twenge, Freedman, Campbell, 1056). To assess Carleton's duty to protect the environment based on the wants and needs of their students, we must consider whether the students even see environmental protection as a priority. This Millennial study then begs the question: is the average Carleton student more civically and environmentally minded than the average Millennial?

When comparing the data from the American Freshman Survey to the data from a similar survey administered to a random sample of 800 Carleton students by Kim Smith's ENTS 215 class in 2016, we can say that yes: Carleton students care more about the environment than the average Millennial. When asked about their life goals in the American Freshman survey, more than 50% of respondents valued raising a family, being very well off financially, and becoming an authority in their field as "very important" or "essential." Becoming involved in programs to clean up the environment was ranked much lower in the survey, with around 20% responding that this was an important or essential goal. In the survey of Carleton students, the goals with the highest percentage ranked as "very important" were raising a family, expanding cultural awareness, and working to preserve the environment, respectively (Smith). This reflects a stark difference from the average Millennial's care for the environment. While we cannot conclude

from the Carleton survey that environmental sustainability is a student's main concern, it is certainly an important issue.

We can also analyze student opinion specifically surrounding the elimination of the sale of bottled water on campus. When asked in the ENTS 215 survey, "How supportive would you be of Carleton eliminating the sale of bottled water on campus?" 63.74% of respondents reported being "very supportive" of the idea, while a little less than 10% of respondents reported being "somewhat" or "very opposed" to the idea, as shown in Figure 1 (Smith). While it is important to note that the survey had a 33% response rate, leaving room for bias, the fact that over half of the results are in favor of Take Back the Tap's mission is still very notable and shows majority support for the elimination of bottled water on campus.

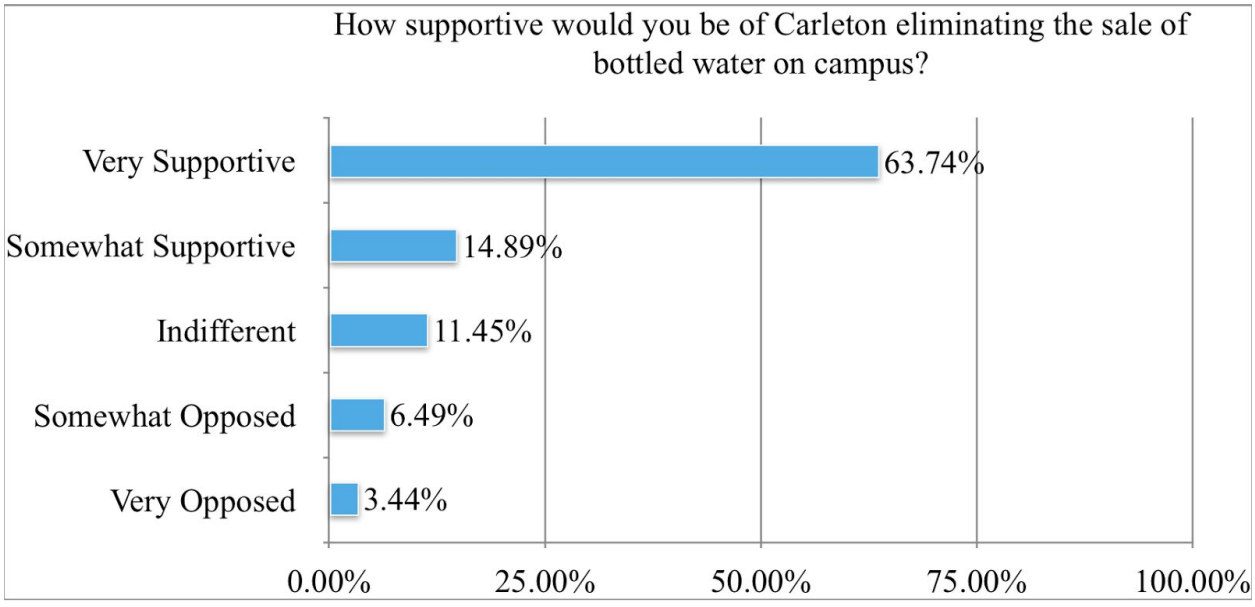

Figure 1. This graph depicts Carleton students' attitudes towards the elimination of bottled water on campus in 2016.

The results of the survey are important to consider in relation to the general culture surrounding bottled water. It is common knowledge that bottled water is harmful to the

environment, both in the short and the long-term, and yet it still persists in society. This is due largely to public perception on the safety and quality of tap water (Parag & Roberts 627). In response to these risk perceptions, people seek greater autonomy in monitoring their water, and autonomy is highly valued in our society. People want to feel that they are responsible for what they put in their bodies; they want to be confident about what *exactly* is in their water. Much of this confidence comes from our sensory perceptions. Studies have shown that organoleptics, or traits that pertain to sight, taste, or smell, are one of the primary reasons people opt for bottled water over tap (Doria 272). This makes sense considering that "healthy water is now conveyed by new cultural codes" in our society, namely that it is unflavored and filtered (Holt 251).

Furthermore, we must remember that Carleton's student body comes from a variety of places with differing levels of tap water quality. Thus, while tap water is safe on campus, some students may have negative associations with tap water due to past experiences. In a study on risk perception and bottled water use, Edith Anadu and Anna Harding found that people were more likely to drink bottled water and to drink it frequently if they had previously experienced tap water contamination (Anadu & Harding 89). Given this data and the fact that students are an important stakeholder at Carleton, it is understandable that the institution would want to be respectful of different students concerns. Colleges do not want to restrict the freedom of their students. However, the survey data displayed in Figure 1 suggests that such concerns are not prominent here on campus. In fact, the responses show that the selling of bottled water is actually counter to the interests of the majority of students.

Bon Appétit

It is also important to consider Carleton's suppliers, another stakeholder, when analyzing its duties. One of Carleton's biggest and most influential suppliers is its catering company, Bon Appétit. The success of Bon Appétit in providing healthy, nourishing meals to Carleton students is essential to the success of the college, making it one of Carleton's most important stakeholders.

Bon Appétit prides itself on being a company that advocates for sustainable food practices, with their company motto: "food services for a sustainable future," revealing their prominent culture of sustainability (Bon Appétit Website). However, as a for-profit catering company, one of their main goals is also to produce a high amount of revenue. This has resulted in a lot of conflict for Bon Appétit surrounding the elimination of the sale of bottled water. Under the pressure of Take Back the Tap, Bon Appétit has eliminated the sale of bottled water in Sayles Café (excluding smart water, which has a "special additive," meaning it technically does not fall under the bottled water definition). Other efforts the company has made to discourage bottled water use include putting bottled water last in the order of drinks offered on signs at Sayles. However, they still continue to distribute bottled water in bag lunches and "pack-outs," which are meals distributed to clubs and sports teams who cannot make it to the dining hall due to off-campus activities (McKenna, 2016). Due to the environmental implications of bottled water, these practices are very dissonant with their company motto.

Interestingly enough, Katie McKenna, the dining services manager at Carleton, said that Bon Appétit would be willing to eliminate the sale of bottled water with the backing of the college (McKenna). She stated that Bon Appétit is simply complying with their "contract" with

the college when they continue to sell bottled water—if the college wants them to distribute it, Bon Appétit must comply with its wishes (McKenna). This claim can be backed up by the actions taken by Bon Appétit at other colleges. In fact, St. Olaf and Macalester, which are both catered by Bon Appétit, eliminated the sale of bottled water over the past few years. According to this statement, we can conclude that Bon Appétit, as a supplier that is interested in promoting sustainability, would be supportive of a campaign to eliminate the sale of bottled water on campus with the support of the college.

As a stakeholder, Bon Appétit is interested in the elimination of bottled water on campus not just because it is a company built on a reputation of environmental sustainability, but also because the company would be negatively impacted by the environmental implications of bottled water. This would degrade key resources the company uses to provide its customers with high quality food products.

The Northfield Community

It is important to keep in mind how our actions will affect the world both in a material and ecological sense. The production of plastic water bottles requires many resources. P H Gleick and H S Cooley researched the production process and came up with some astonishing amounts of necessary plastic, energy, and oil (Gleick, Cooley, 2009). The process includes several steps, each with their own energy requirements. In the end, the total amount of energy required is as much as 2000 times the energy cost of producing tap water. Greenhouse gases produced from this production and transportation will not go away, which means that temperatures on Earth will continue to rise. Science has given us the ability to clearly know and

have the numbers to analyze the energy footprint made each year, so to not act upon this readily accessible knowledge is unacceptable.

On the other end of the bottle life cycle, the process of decomposition is very complex, and its effects are not necessarily pressing right now, but they will be in the future as the plastic and chemicals in disposable polyethylene terephthalate (PET) water bottles breaks down and leaches into the ground here in the Northfield community and Rice County. It is important to focus on Rice County specifically because it is a stakeholder in Carleton. It is a stakeholder because of its location, the economic impact the college has on the town, the distinct culture of "Townies," and the fact that a large portion of Northfield's population, for a majority of the year, is students from Carleton and St. Olaf.

Our ground is made up of alternating layers of different rock types, each with their own characteristics, chemical makeup and porosity. The layer that groundwater and aquifers exist in and run through is called sandstone, a very porous and permeable rock type. The predominant sandstone beneath us is called the St. Peter Sandstone. Carleton and the Northfield community get their tap water from the Jordan Aquifer, which is among the St. Peter Sandstone (Haileab, 2016). Above this sandstone is another type of rock, one that is clay-based and not as permeable as sandstone called shale. Shale's general duty in terms of what we are discussing is to block all possible pollutants from leaching into the sandstone, keeping our water clean. Unfortunately, the shale layer in this area is very thin, and in some places might not even exist. As a result, chemicals from things like farms, oil from cars, and eventually plastic and polymers from decomposing water bottles will reach our aquifers and make our drinking water dangerous, possibly sooner than we expect.

When this issue was discussed with Dr. Bereket Haileab, a geology professor at Carleton College, he was equally distraught. He explained that our thin shale layer was already a disadvantage of the area that posed threats for our drinking water after the boom of farming and cattle that occurred a few hundred years ago. He also noted that we only use the bottles once, and then they go to the landfill. There is a landfill in Northfield that sits above the Jordan Aquifer. Because only 20% of water bottles are recycled on average, there are still thousands in the landfill that will eventually decompose and leach into the aquifer (Godwin, 2008). Not only does this demonstrate a disregard for the environment, but it also has negative implications for the Northfield community, which we established as an important stakeholder. In the foreseeable future, Northfield may have a water source that is no longer safe to drink from, which will cause citizens to buy more bottled water and keep the cycle going until another solution is discovered. At the rate we are going now, though, a long-term and widely accepted solution may be hard to establish.

Ethical Evaluation

In order to reach a fair ethical evaluation, it is imperative that we acknowledge reasons for the continued existence of bottled water on campus. One of the primary reasons colleges like Carleton still continue to sell bottled water on their campuses is because contracts with beverage companies are a source of revenue for the colleges, which often contribute to financial aid and program funds (Reidel). However, both Bon Appétit and the administration were unable to provide us with figures on how much revenue bottled water actually brings in, so we do not know if the amount of revenue is significant or not. Thus, we would not be justified in suggesting that selling bottled should not be banned based on reasoning for which we have no

concrete evidence. Additionally, other colleges and universities, such as the University of Vermont, have demonstrated that profit from other contracts on campus can be used to fill any revenue vacuums that may arise from not selling bottled water (Reidel).

Carleton has also been hesitant to eliminate bottled water because it believes doing so would be inhospitable to visitors like prospective students or groups from other schools (Mishkind). It is true that providing a hospitable campus is valuable because it attracts people to the campus and enhances the institution's reputation. Nonetheless, focusing on hospitality prioritizes a group, such as visiting sports teams, to which the school does not have obligations because there is no clear culture nor continuity within Carleton. While we acknowledge that these concerns are important, we believe that the college ethically cannot give them precedence over the interests of their stakeholders and their mission statement.

Through the use of Freeman and Gibson's theories, we can conclude that Carleton has an ethical responsibility to eliminate the sale of bottled water on campus based on the discussed stakeholder interests and the goals of the Carleton mission statement. We can support this claim with our analysis of student opinion, which prioritized environmental protection and showed strong support for the elimination of bottled water on campus; past actions and current opinions of the Bon Appétit dining services manager, which favor bottled water elimination; and the crippling environmental implications that could impact the Northfield community, making it in their best interest to eliminate bottled water at Carleton as well.

The mission statement also favored bottled water elimination in its emphasis on sustainability and ethical action, specifically the phrase that Carleton should be "a responsible steward of its resources," meaning it is also in the college's best interest to remove bottled water.

Also, if Carleton truly wants to develop its students into good citizens and leaders, as the mission statement claims, then it should instill in them the desire to better society, which often entails the eradication of poor consumer behavior in favor of the good of the community.

Educational Initiatives and Future Solutions

Banning the sale of bottled water on college campuses is effective so long as students, faculty and staff, and dining service providers are supportive of such a policy and are able to voice their opinions (Saylor, Stalker Prokopy, Amberg, 600). As previously discussed, Carleton students and Bon Appétit have already shown support for eliminating bottled water. However, we still do not know where faculty and staff stand on the matter. Thus, as we go forward, it is imperative that we distribute another survey that works to collect data that accurately captures the entire campus's opinion and breaks down opinion according to different groups, such as gender, age, or socioeconomic background.

However, while the task to stop the sale of water bottles at Carleton, and possibly on a larger scale in the future, seems daunting, there are some initiatives we can take on campus to achieve the final goal. Starting just at Carleton, one of the best ways to initiate the movement is educating the population—students, staff, and faculty alike—about the detrimental effects that bottled water has on the environment. If people learn the numbers and understand why it is unethical to support such a business, it is likely that they will give their devotion to the movement on campus to remove bottled water completely. In fact, many people are aware of the effects of bottles after consumption, but few know about the production issues (Saylor et al, 599), which is something that spreading knowledge can fix. Education might be more effective in an interactive or visual style, like petitions or art projects, rather than just putting facts on

paper which the audience might glance at and then forget. If people can see and experience the impact of bottles on the world and see why selling them is unjust, it may instill actual desire to give support.

Furthermore, recycling helps with disposal, but the goal of this movement is to end sale of bottled water, not just accept that it is okay to buy bottles as long as we recycle. A study at Purdue University found that "more than twice as many [students](23.2%) believe that their individual behavior causes only insignificant damage and fewer believe that individual actions cause a lot of damage (14.7%)" (Saylor et al, 595). While recycling does help prevent toxins from getting into the earth, it is problematic if people think the sale of bottled water on campus is okay so long as they recycle. If we allow a sense of complacency to develop as a result of recycling, then we stop thinking about the bigger issues surrounding sustainability and what is required of us as good citizens in this regard, both of which are at the heart of the school's mission statement. Thus, proper education and understanding the individual impact on the subject would explain that recycling alone is not enough and that rather completely abstaining from supporting the industry for environmental and ethical reasons is the most effective way to support Take Back the Tap's initiative.

Next, having pitchers or jugs of water at campus-wide events is an easy way to dramatically cut down on the amount of plastic water bottles Carleton demands. As a result, the practice helps the college economically and promotes sustainability. Providing cups of water has already been done on many occasions, including dances, pep rally, and picnic dinners. Having cups of water forces student to realize that bottles are not available, which can lead to awareness of the number of bottles that would be required at any given event. This may inspire students to

cut down on their own bottle purchases and embrace the ethical justification for removing the sale of bottles on campus. However, disposable bottles are still sold at athletic events, and even though Take Back the Tap has attempted to sell reusable bottles at some games, this idea is not supported by administration for various reasons, as previously discussed. Providing cups of water at games might be a more reasonable alternative because it will not necessarily switch revenue from disposable to reusable bottles, which might make administration hesitant because they rely on bottle revenue to support teams and programs throughout the year. Instead, individual cups could spread awareness of the movement and support sustainability at the same time.

Another tactic is to make reusable bottles more easily accessible and cheaper to encourage people to choose that option rather than purchasing disposable bottles on a daily basis. We could note economic benefits for the consumer and show that they are just as convenient as disposable bottles. It would be important to determine which age, gender, or other group this would be most effective on. For instance, reusable bottles were given out at Carleton reunions in the past and alumni did not like the idea because bottles were hard to keep up with (McKenna). However, reusable bottles are very popular on campus with students, and our survey indicated that almost 80% of students in some way support removal of disposable bottles on campus (Figure 1). By this logic, students would also support initiatives to account for their removal, which would include purchasing and relying on reusable bottles in everyday life. Maybe one way to promote using these bottles would be to give them out at New Student Week or on campus tours rather than asking students to purchase them on their own. Actions like this worked for Macalester College in their mission to ban bottled water on campus, as previously mentioned

(Pillsbury). This way, there is no reason for students not to use one, and it also shows school pride.

Small, bottom-up initiatives like this will be most effective in the broader movement to reduce disposable bottles even off campus because if a few people have knowledge on the subject, they can tell their friends and family, who will spread it again. Government bodies are not a reliable way to enforce such a movement because not only do they not have enough time, resources, or authority to address something like this, but they may also support production and distribution companies through contracts within the town or city. The push to spread the unethicality of the sale of disposable water bottles is on us, the individual citizen. However, with the ethical duty Carleton has, and by association the duties that we as citizens and Carleton students and staff have, it is safe to say that this is something we can accomplish in time.

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