

# Groundswell News Journal

A project of the 501(c)(3) Grassroots Coalition for Environmental and Economic Justice  
*We are a Global Family. News by and about Climate and Social Justice Activists.*

**Our Motto:** Use it up, wear it out, make it do, or do without.

**Our Slogan:** The way forward: cycle back to basics.

*A Celebration of Youth.* [www.groundswellnews.org](http://www.groundswellnews.org). Special Edition: Student Action Guides

## Student Action Guides Prepared by Teens and Children with Iona's Guidance, Published 1992 by Sheed & Ward ©



Twenty years ago, I got a grant to work on the environment with high school students (and a few younger ones). As a former teacher, I thought of a way in which we could work together to compile a set of Student Action Guides. We even had a publisher interested in our work who gave us a deadline. I created a huge calendar on which we could chart our progress and make sure we finished on time.

There are eight sections with themes repeated in each of eight categories growing in importance as people start learning about issues: The Spirit of the Problem, Did You Know?, How to Learn More, Individual Actions, School-Wide Actions, Community-Wide Actions, Practicing Democracy, and Global Impact.

On the following pages, most of the work you see was done by the students. We were fortunate that some of them were artistic; all of them were

intelligent and compassionate and wanted to do as much as they could to protect our Earth home.

I'm sorry that these copies aren't clear but I hope they give you some ideas of ways you might be able to get young people involved in the critical work of helping preserve all forms of life, human and non-human alike.

Starting on page 66, you'll see a Teacher's Guide with ideas on how to orchestrate the flow of what I considered a logical way to develop global citizens. My ideas may not work in your school or your country, but you can at least see what the teenagers and I were doing 20 years ago. I loved working with them! Some of them had started environmental clubs in their schools. Eventually, we formed a union of about 10 schools in three or four counties. The kids enjoyed working and socializing together; that's an important part of activism.

If you choose to do something like this with the young people you work with, I'll be delighted to publish as much as I can and hopefully share your ideas with other readers.

## What is the Grassroots Coalition for Environmental and Economic Justice?

**Coalition Founders:** John and Iona Conner

**Editor/Publisher:** Iona Conner

**Wire Editor:** Allen Hengst

**Established:** September 2013

**Web site:** [www.groundswellnews.org](http://www.groundswellnews.org)

**Board of Directors:** Ngo Banfogha, Jeanette Bartelt, David Hunter Bishop, Bill Boteler, Iona Conner, Eric Kifampa, Jussa Nhari Kudherezera, Rituraj Phukan

**Advisory Board:** Dan Adams, Robert Burrows, Fr. Ted Cassidy, Michael Mann, Mar-iam Nabukeera

**Contact:** Grassroots Coalition, c/o Iona Conner, P.O. Box 542, Point Pleasant Boro, NJ 08742-9996; [groundswellnews@pa.net](mailto:groundswellnews@pa.net)

### Our Motto:

Use it up, wear it out, make it do, or do without.

### Our Slogan:

The way forward:  
cycle back to basics.

**Our Word:** INVINCIBLE

### Mission of Our Journal

The mission of *Groundswell News* is to be a beautiful, inspiring, uplifting journal which educates and enlightens people about climate change through scientific articles and stories by and about activists who are working to protect life on Earth and preserve natural resources. We are a global family.

### What is the Grassroots Coalition?

John and Iona Conner started this non-profit 501(c)(3) organization in 1990. The mission was and remains "dedicated to creating the critical mass of active participants needed to being ecological justice to this Earth by providing information and resources to individuals which encourage and assist them to make lifestyle changes beneficial to the environment and to effectively grapple with local and global environmental concerns."

### Who are we trying to attract?

We hope to reach people who are concerned about global warming and realize that they are part of the problem but don't know what to do. We invite them to sign up for our newspaper. Please tell your family

and friends about us.

### What are we trying to achieve?

We want to rapidly increase the number of serious climate activists in the world and inspire them through stories from other activists. Our goal is to keep their spirits up, their energy strong, their hearts open, and their eyes bright and alive.

### Our Values

This journal is based on love for Earth, all people, all forms of life – plus air, clouds, rain, snow, weather, oceans, forests, etc. We love Nature. We respect everyone and are willing to share our experiences, both good and bad, with others who may profit from them.

### Guidelines for Submissions

I do not get directly involved in fundraising. To submit a story, write a regular article about your work and submit it in a Word document with 2 or 3 photos, including captions and photo credits and then email it to me at [groundswellnews@pa.net](mailto:groundswellnews@pa.net). If you need funding, mention that in your last paragraph and be sure to give your contact information. Please email Iona at [groundswellnews@pa.net](mailto:groundswellnews@pa.net) for our Guidelines.



# Rainforests

## *The Spirit of the Problem*

*This issue is dedicated to the memory of Chico Mendes. Someone in Brazil pulled a trigger, and it touched a heart in the USA. The most glorious forests in the world are under siege, not just in the tropics but everywhere. This issue starts with the voices of the tropical Rainforests.*

### **Chief Raoni**

There is so much smoke that all the animals are being killed, the rivers as well. That is why I am very worried about my people. My spirit is always warning me that when the forests are all destroyed there will be no more shade. There will be very strong winds. The sun will get very hot, and it will be difficult to breathe. Then everybody will die, not just the Indians. This is my concern. I am warning you. You have to think. You have to change your ideas. Leave the jungle alone.

### **On Behalf of the Animals and Plants**

"But storm clouds were gathering over the Amazon. And they were not the usual cumulonimbus towers that rise and tumble each day in the moist tropical heat. They were clouds of smoke, millions of tons of combusted trees, and insects, and lizards, and orchids . . ." (From "The Burning Season," *The Murder of Chico Mendes and the Fight for the Amazon Rainforest*, by Andrew Revkin, Houghton Mifflin, 1990.)

## Did You Know???

Tropical forests are the oldest, richest, most productive, and the most complex systems of life on earth.

*Every Hour Around The Clock* 3,000 acres of Rainforests disappear forever.

There were approximately 6,000,000 Rainforest Indians 300 years ago. Now there are only 200,000 of them. Foreign investment has led to the near total extinction of tribal people in tropical Rainforests. These simple people are "People of the Earth," and they know wonderful ways of using the Rainforests without destroying them. They could teach us a lot if we would listen.



If you walk for forty minutes, you would walk about two miles. A two-mile-long and two-mile-wide Rainforest is home to:



1,500 different species of flowering plants  
750 different kinds of trees  
400 different species of birds  
150 different kinds of butterflies  
125 different species of mammals  
100 kinds of reptiles  
50 different kinds of amphibians



**Some of these will be extinct by the time this is published and you read it!**



- One half of all plant and animal species live in tropical Rainforests which cover only 2% of the Earth's surface.
- If handled properly, tropical Rainforests can produce for the world: 1,600 vegetable crops in a world filled with hungry people, 70% of the 3,000 anti-cancer plants identified by the U.S. National Cancer Institute, natural resources for industry such as oils, gums, resins, latexes, waxes, dyes, fibers, and canes.
- The main causes of Rainforest destruction are:
  - poverty,
  - logging,
  - farming,
  - cattle,
  - and wood for cooking.
- Poverty is at the root of much destruction. Poor people are pushed off the land, and in trying to survive, they ruin the Rainforests.

**These are the problems we will try to deal with here in our own way, thousands of miles away.**

It is very hard to understand some of these issues, but we keep trying and we get better as we keep learning. This is important work! Please help us!



## How to Learn More About Rainforests

Keep your eyes and ears open for news stories about Rainforests.

Talk with people. A surprising number of ordinary folks have been to Rainforest countries. Someone who has been to a Rainforest can help you FEEL like you are there. Ask if these people have stories or photos to share.

Go to your library and take out books on Rainforests. You don't have to read them all, but read the jackets, look at the pictures, and pick one or two good ones. An excellent one is *The Rainforest Book*.

### *The Rainforest Book*

#### Contents

Preface, by Robert Redford

Introduction, *Tropic of Concern*

Chapter One: Under the Canopy, *What tropical rainforests are like*

Chapter Two: Forests of Plenty, *Why we should preserve rainforests*

Chapter Three: When Trees Fall, *How rainforests are being destroyed*

Chapter Four: Red, White, and Blue Rainforests, *How U.S. tropical forests are being destroyed*

Chapter Five: To See the Forest for the Trees, *What you can do to help save the world's rainforests*

Chapter Six: Natural Resources, *Where to get additional information*

*The Rainforest Book* is published by NRDC,  
40 West 20th Street \$5.95  
New York, NY 10011  
212-727-4486  
(Your local bookstore might carry this.)



Get on mailing lists of groups working to protect Rainforests like:

Rainforest Action Network  
301 Broadway, Suite A  
San Francisco, CA 94133  
415-398-4404

Global Response  
P.O. Box 1728  
Boulder, CO 80308  
303-444-0306

(Ask for the student version of their fact sheet)

For information about our own country's ancient forests, which are also in trouble, contact the following:

The Siskiyou Regional Education Project  
P.O. Box 13070  
Portland, OR 97213  
503-249-2958

Children for Old Growth  
P.O. Box 1090  
Redway, CA 95560  
707-923-3617

Save America's Forests  
4 Library Court, SE  
Washington, DC 20003  
202-544-9219

There is a beautiful book about our ancient, old-growth forests called *Secrets of Old Growth Forests*, by David Kelly and Gary Braasch.

Wa O Kele O Puna is the last significant remaining lowland tropical Rainforest in the U.S. Learn about this uniquely fragile and precious area in "Hawaii," a story in the May/June '91 issue of *Greenpeace Magazine*, 1436 U Street NW, Washington, DC 20009.

## Individual Actions

Eat Ben and Jerry's "Rainforest Crunch" ice cream! Yes, eating this ice cream will help save Rainforests! It contains cashews and Brazil nuts from LIVING Rainforest trees. When our money goes to native people harvesting and processing these nuts, they are encouraged to keep the trees alive!



### Chico Mendes

Chico Mendes was a famous local leader of Brazilian rubber tappers (people who carefully tap rubber trees for rubber; similar to tree growers in cooler climates who tap maple trees to make maple syrup). Chico was organizing rubber tappers and Rainforest Indians in an effort to unite them in defending the forests from people who wanted to log them or burn them down to raise cattle and crops. Chico Mendes started to receive death threats from ranchers and land developers and was murdered on December 22, 1988. Ruthless landowners in Brazil had him killed because they wanted to do as they pleased with the forests.

Now there are "extractive reserves" being established to save Rainforests for long-term use. Rubber, nuts, medicines, oils, chocolate, and many ingredients for cosmetics and soaps can be harvested by local peoples without harming Rainforests. Chico Mendes helped start this idea. Some groups which help indigenous people retain their traditional lands by giving them economic opportunities to sell products to us are:



Cultural Survival  
53A Church St.  
Cambridge, MA 02138  
617-495-2562

Rainforest Action Network  
301 Broadway, Suite A  
San Francisco, CA 94133  
415-398-4404

The Body Shop, Inc.  
45 Horsehill Road  
Hanover Technical Center  
Cedar Knolls, NJ 07927-2003

Survival International  
2121 Decatur Place NW  
Washington, DC 20008  
202-265-1077

- Recycling and using less gasoline and minerals in your life helps reduce the amount of logging, drilling, and mining in forests all over the world.
- Eat less beef. Since we don't know where our meat comes from, eating less of it helps minimize Rainforest destruction for grazing cattle.
- Once you are on the Global Response Mailing List (see page 3), follow through with the letter-writing ideas they suggest.



## School-Wide Activities

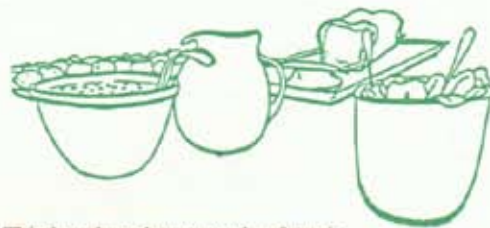
Students are saving thousands of acres of Rainforests all over the Earth by earning money for national or international conservation organizations enabling them to buy up the land and protect it. You can "buy" an acre of Rainforest for as little as \$30. When you "buy" Rainforest land, it isn't actually yours; it just helps a larger group buy it and protect it. Third graders at Meyersville Elementary School in Maryland made and sold notecards, raised \$600, and saved 20 acres of Rainforest in Belize Central America through the Nature Conservancy. Mt. Hebron High School's Students for Environmental Action raised \$125 by making posters and asking for donations at lunch. They purchased two acres of Rainforest land in Belize. Westfield, New Jersey students raised enough money to save 135 acres in Belize. Princeton, New Jersey students raised \$3,820 and saved 103 acres. Students at Wilde Lake High School in Columbia, Maryland organized a vegetarian dinner to educate local citizens about Rainforests and the beef connection—they wanted to show how we can have perfectly delicious meals without meat. Three other high schools helped make food and sell tickets. All together they made \$600 and saved seven acres of Rainforest in Brazil.

When LOTS of schools get together, they can REALLY save a lot of Rainforest land. 22,000 acres of lush, remote tropical Rainforest have been purchased by the Monteverde Conservation League with donations from young people and adults in Europe, Canada, Japan, and the United States. They want to buy an additional 26,000 acres. Contact: The Children's Rainforest, P.O. Box 936, Lewiston, ME 04240; 207-784-1069.



### Total Land Saved by Students Listed Above:

Meyersville	20
Mt. Hebron	2
Westfield	135
Princeton	103
Wilde Lake	7
Children's Rainforest	22,000
<b>Grand Total</b>	<b>22,268 Acres!</b>



This is only a tiny example of work students across the land are doing.

**Dodgeville High School: A Very Elaborate Program**—Save the Rainforest, Inc. is a student-teacher organization in Wisconsin which provides free information and updates about the Rainforests. It is a non-profit corporation which gets funding from foundations and corporations. There are 8,500 schools in their network. They publish a Teachers' Action Guide which they will send to you if you get on their mailing list. They actually send students and teachers to the tropics to get first-hand experience with the people who live there and to behold these wondrous ecosystems for themselves. Contact Dodgeville High School, 912 W. Chapel, Dodgeville, Wisconsin 53533; 608-935-9435.

One very easy way to raise money for Rainforests is to sell Rainforest Crunch candy which is used in Ben and Jerry's Rainforest Crunch ice cream (see page 4). You can order Rainforest Crunch for about \$2 a box and people eagerly pay \$4 or \$5 a box so you can double your money. It is SCRUMPTIOUS!!! Contact: Community Products, Inc., CPA, RD #2, Box 1950, Montpelier, Vermont, 05602; 802-229-1840.

## Community-Wide Actions

### How to Create and Use an Educational Kit for Elementary School Students

Several people got together one night a month for several months and developed a kit to educate people about Rainforests. It is being used by students to teach elementary level students. The kit will no doubt grow and change as time passes. Katie Egan, a third grader, has done the presentation for many classes in her elementary school, Dasher Green in Columbia, Maryland. She also took along a petition and had hundreds of her friends sign it to encourage the Howard County Council to pass the tropical timber bill which is described on the following page. One father donated the video to the kit. It is EXCELLENT! You can order one for \$29.95 plus \$5.00 shipping from World Wildlife Fund, 1250 24th Street NW, Washington, D.C. 20037; 202-293-4800. It comes with a Teacher's Guide and posters. Ask for the Vanishing Rainforests Educational Kit.

The rainforest kit "Students United for the Earth" created, is a box that contains things that are happening to the rainforest, such as, we had signs that said either dead rainforest trees or living rainforest trees. In front of the room there were products good or bad for the trees. I would have one child come up and choose an item and put it under either sign, it goes under. There was a rap tape that had animals and plants in the rainforest. We also had the book *The Lorax* which I read to them. They got to sample rainforest crunch candy. I did the kit to the third and second grade. I think they do well as I enjoyed this kit!



You can put together a kit like this and go out into the community with it.

#### Components of the Rainforest Elementary School Kit

"Rainforest Rap" Video (6 1/2 minutes long)

Two large Rainforest posters

Teacher's guide

Products to touch, see, smell, and taste representing:

##### Dead Trees

- disposable chopsticks
- rosewood picture-frame
- balsa spoon

##### Living Trees

- Rainforest Crunch Candy (to eat!)
- Cashews
- Recycled toilet paper

Rainforest coloring books

*The Lorax*

*The Rainforest Book* (see page 2)

Information and a letter-writing suggestion on behalf of our own Northwest ancient forests.

## Practicing Democracy

### The Kids Did It!!!!

When you are troubled about something, let the decision-makers know how you feel. It is our world and we have a right to ask them to protect our natural resources. Find out who they are. Your Social Studies teacher should be able to help you learn who is making the rules that you are expected to live by on a local, state, county, or national level. Here is a story about how high school, junior high, and elementary school students helped to get a bill passed in their county to protect Rainforests:

*"Think globally, act locally"—a very popular motto in the environmental movement, but also a very true one. In order for us to solve global problems we must begin in our own backyards.*

*On May 20th about 25 teenagers, elementary school children and adults gathered at the Howard County Council to support a proposed tropical timber bill. This bill, previously passed in many other counties and states, would prohibit the purchase and import of over forty tropical woods. The council heard over an hour of supporting testimony, including the presentation of petitions with at least 1,000 signatures from concerned citizens (mostly students) who care about the fate of our precious forests. There was an incredible slide show, given as a testimony, illustrating the destruction of the majestic forests and also introducing the indigenous peoples who are directly affected by the loss of the forests.*

*It was a very successful evening; we all walked away with a sense of accomplishment. Do as much as you can to let your voice be heard! Do not let adults in suits intimidate you! Some of these people really do care about what you have to say. Actually, adults are very impressed when teenagers take time to express their views. Remember, we are the future and we have every right to fight for the world in which we live! Good Luck!*

*Karen Egan  
Students Against the Violation of the Earth  
Oakland Mills High School  
Columbia, MD*

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If your school has a Debate Club, ask them to set up a debate situation. Let the Debate Students pretend they are Rainforest wood importers or county officials who ask questions such as "Why does the Rainforest matter?" and "How do you tell what woods come from what country?" Debate these students with facts before you give testimony at a public hearing.

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### In The News

#### County Proposal Aims to Aid Effort to Save Rain Forests

• Howard County may join the battle to save the world's rain forests. On Monday, County Council Chairman C. Vernon Gray (D-District 3) introduced a bill that would prohibit use of 43 tropical rain forest woods, such as ebony and American mahogany, in county projects.

The bill notes that 50,000 acres of tropical rain forest are being razed each day, contributing to global warming and the displacements of ecological communities.

Gray, who was lobbied by the Howard County Grassroots Coalition for Environmental and Economic Justice, said most of the wood for county projects comes from California and Texas.

Under the bill, the banned woods could be used only if there is "no acceptable non-tropical wood equivalent" and the requirement would cause "undue hardship." The bill also covers contracted work for the county.

There will be a public hearing on the bill at the May 20th council meeting.

#### • Update

This bill was approved unanimously on July 1, 1991, with several students watching the council cast their votes.



## Global Impact

"At the level of everyday life forest people demand control of the relations of production and of the distribution of the fruits of their labor. They look to a redistribution of resources and power, and invoke a vision of development that uses their knowledge, their culture, and their ideas."

From *Fate of the Forest*, by Hecht and Cockburn

The overarching need in all of our Rainforest work is to respect the people of the Rainforests. Many of our gestures and attempts to learn more don't get to the deepest levels of understanding their situation.

Buying land and candy will help. We can write to international companies as we learn about the damage they are doing in Rainforests. We can send clothing, health, and educational aids to rubber tappers at:

Conseho Nacional dos Seringueiras  
Rua Alexandre Farhad #206  
Baerro Jose Augusto  
Rio Branco, Acre, Brazil 69900

But what about the people? How can we get to know them better? How can we here in the USA begin to comprehend their struggles?

One powerful, long-range approach to helping Rainforest peoples is the formation of sister relationships—sister schools, sister parishes, sister environmental clubs, etc. This takes a serious commitment. You would want to have a strong group of people before undertaking a project like this.

In exploring this idea get a copy of *Bridging the Global Gap, A Handbook to Linking Citizens in the First and Third Worlds*, by Medea Benjamin and Andrea Freeman. It will inspire you and your friends to consider this type of relationship.

*Oil drilling and gold mining occur in Rainforests. Indian children are getting mercury poisoning from waters which were previously crystal clear because gold processing results in mercury contamination of their waters.*



# Animal Issues

OPPFISH • AL  
MACAW • WYOMING  
USSEL • DESERT TORTOIS  
HAWK • GRAY WOLF • WEST  
ED CUCKOO • PINE BARRENS TR  
R • BLACK RHINO • CROCODILE •  
EGRINE FALCON • NUMBAT • WOM  
LLABY • NENE GOOSE • LEMUR • GR  
RTLE • OAHU TREE SNAIL • ELEPHAN  
SIDE SPARROW • WHOOPING CRAN  
ZZLY BEAR • BEAVER • BUMBLEBE  
RUS • SEAL • FLORIDA PANTHER  
ADIAN LYNX • ALLIGATOR • COI  
R • SPOTTED OWL • BENGAL  
ON • AMAZONIAN FRESH  
ANTIC RIDLEY TURTE

## *The Spirit of the Problem*

### **Declaration of the Rights of Animals**

#### **Whereas it is self-evident**

That we share the earth with other creatures, great and small;  
That many of these animals experience pleasure and pain;  
That these animals deserve our just treatment; and  
That these animals are unable to speak for themselves;

#### **We do therefore declare that these animals**

HAVE THE RIGHT to live free from human exploitation,  
Whether in the name of science or sport,  
Exhibition or service, food or fashion;

HAVE THE RIGHT to live in harmony with their nature  
rather than according to human desires; and

HAVE THE RIGHT to live on a healthy planet.

This Declaration of the Rights of Animals was adopted and pro-  
claimed on June 10, 1990 in Washington D.C. by hundreds of  
groups who held a National March for Animals in Washington  
on that day.

## Did You Know?

### Wildlife

- Our generation of homo sapiens is currently participating in the extinction of 20-30 MILLION species of animals and plants. Extinction means gone FOREVER, wiped out!
- There are 10,000 species of ants and each ant is unique genetically, like each one of us is. This is an example of biodiversity.
- Throughout the tropics there are approximately 900 species of fig (ficus). Each species of fig is pollinated by its own species of wasp. Only that species of wasp will pollinate that fig. Wasps, in exchange for that favor, are able to lay their eggs in the ovary of the particular fig, where they (the eggs) will be safe from predators.

### Animal Testing

- Animals are used to test food additives, weapons, pesticides, tobacco, drugs, cosmetics, shampoos, and other items in addition to medical and psychological research.
- Rabbits are used for the Draize Eye Test because their tear ducts do not enable them to flush out foreign substances. Shampoos and hair sprays are dropped into the eyes of conscious rabbits for up to seven days to measure the amount of damage done. Do you like having shampoo in your eyes?
- Animals can feel pain, fear, loneliness, boredom, and frustration.

### Diet

- Raising farm animals uses more than half of all the water consumed in the United States.
- North Americans eat eight cows and 1,400 chickens during their lifetimes.
- Veal calves are:
  - denied sufficient mother's milk so more milk can be sold
  - trucked to auctions when only a day or two old
  - sold to veal factories where they are chained for life in little cages 22 inches wide
  - denied food to chew on
  - kept in the dark so they aren't restless
  - unable to lie down normally
  - unable to walk or play outside
- Taco Bell has switched from using animal lard to vegetable oil for making refried beans. They also offer two vegetarian meal choices.

## Self-Education

When we increase our knowledge about animals, we increase our sensitivity to them. When we become more sensitive to the plight of other living creatures, we become more sensitive to other people as well.

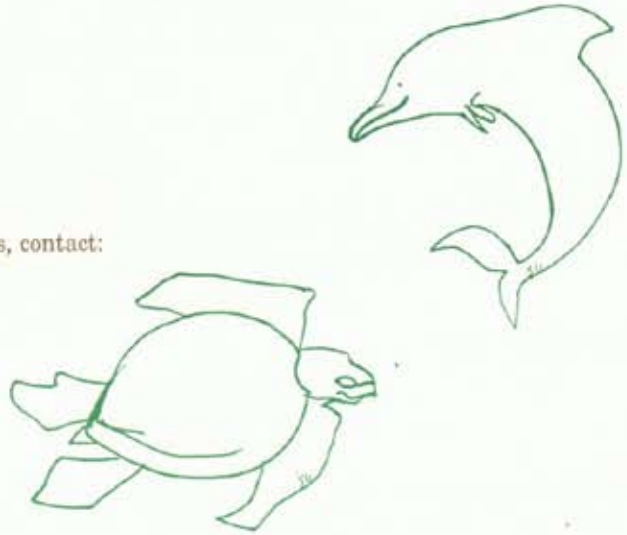
### Wildlife

One organization in this country that has excellent publications about endangered wildlife is:

Defenders of Wildlife  
1244 19th Street NW  
Washington, D.C. 20036  
202-659-9510

If you are interested in the fate of dolphins or turtles, contact:

Earth Island Institute  
300 Broadway #28  
San Francisco, California 94133  
415-788-3666



### It's Tough Being A Turtle!

by Melissa Gray

Kids for the Earth, Mount Vernon, New York

How would you feel if some greedy person killed you to make expensive wallets and shoes out of your skin? How would you like it if your bones were used to make expensive jewelry to sell? If you don't like the idea, then you wouldn't like being a turtle.

We turtles have been on the Earth for over 75 million years but now we are on the endangered species list. It has always been tough being a turtle, but it is worse today because greedy business people are after us every day. We come out of the water to lay our eggs on the beach and we are grabbed on our way back to the water. Jewelry, earrings, buttons, combs and rings are made from our shells. Our flippers are made into expensive leather products. Worst of all, our eggs are taken and sold to fancy restaurants. The turtle business makes people rich, so they want more and more turtles.

Enough is enough! Don't you think that we have a right to live on this Earth, too? Think about how tough you are making it for us today . . .

### Animal Testing

One book stands out for learning more about animal rights. It is *Animal Liberation, a New Ethics for Our Treatment of Animals* by Peter Singer. You might find it at your library or bookstore but if you do not see it, you can get one for about \$5.00 from:

People for the Ethical Treatment of Animals (PETA)  
P.O. Box 42516  
Washington, D.C. 20015

PETA has a "PETA KIDS" educational department. Call 301-770-PETA for information. Also ask for their list of companies which do not test on animals.

### Diet

Learning how to eat less meat and more vegetables, nuts, fruits, and grains is good for you and good for the environment. It is also good for the animals! Don't just eat junk food but try to substitute healthful foods.

One great book on the subject is *Diet for a New America, How Your Food Choices Affect Your Health, Happiness, and the Future of Life on Earth* by John Robbins. It is a long but important book.

## Individual Actions

### Wildlife

Volunteer at a National Wildlife Refuge near you! For a free color map showing where they are, write to: U.S. Fish and Wildlife, Publications, MS ARLSQ 130, 1800 C St. NW, Washington, D.C. 20240.

Planting flowers, trees, and shrubs is one way of sheltering wild animals in your own backyard. Write to:

*National Wildlife Federation  
Backyard Wildlife Habitat Program  
1412 16th Street NW  
Washington, D.C. 20036*

Study the information they send you and discuss this plan with your parents. Draw up a plan. Send your plan in with \$5.00 and the experts will evaluate your plan. If it is approved, you will get a certificate declaring your backyard an official Backyard Wildlife Habitat.

### Animal Testing

Send away for the catalogues listed on the next page and start replacing things you use now which are tested on animals with things that are not. One symbol you can look for is:

Check your deodorant, shampoo, face cream, etc. Your local health food store will have these items but you may have to pay a little more. We need to stop thinking only of dollars and cents when the environment is involved. There are many hidden costs to the air, the water, animals, soils that we do not see in cheaper products. It is worth paying a little more for a more healthy planet.



### Diet

Once in a while when you go out to eat, order eggs, grilled cheese, or salad instead of a hamburger or hot dog. When you get pizza, have them put onions, peppers, olives, and mushrooms on it instead of sausage and pepperoni. Some pizza places make great pizza with broccoli or spinach. We do not need to eat as much meat as we have been led to believe. There are many other ways to get protein. For more information, contact:

*The Vegetarian Resource Group  
P.O. Box 1463  
Baltimore, Maryland 21203  
301-366-VEGE*



Here are two good *meatless recipes*:

#### SPAGHETTI SAUCE

Cut up three onions, three green peppers and three cloves of garlic and cook gently in olive oil. Add three large cans of tomato sauce, one can of tomato paste, and two teaspoons of oregano plus three shakes of basil. Cook slowly for two hours. Serve on whole wheat pasta.



#### CHILE

Cut up one onion, one green pepper, and two cloves of garlic and cook gently in vegetable oil. Add one can of kidney beans and one large can of tomato sauce plus two teaspoons chili powder. Cook slowly without a cover for one hour. Taste. Serve on brown rice.

## School-Wide Activities

### Wildlife

Whether we talk about the extinction of one million species of plants or animals or the extinction of 20 million, the concept of "one million" is hard for any of us to grasp. Here is what one school is doing:

The Second Grade class at Glenelg Country School read a Weekly Reader article about collecting things. In the middle of the school year our Second Grade teacher suggested we should collect bread tabs as part of our math classes.

The tabs were grouped in 10's. When we had 100 they were stored in plastic bags. When we got 1,000 they got stored in trash bags.

The Second Grade kids wanted to see what the immensity of a Million looked like.

The tabs filled up the entire writing table. The writing table was 8 feet long.

The last count was 21,528 tabs.

From Maine and Massachusetts people saw a show on the news and sent us bread tabs.

It has been fun to collect and count all the bread tabs.

Next year's Second Grade class will continue collecting bread tabs.

—Molly Walker



### Animal Testing

Set up a display table at your school. Go on a Treasure Hunt in your own homes and the stores in your neighborhood. Find as many products as you can which don't rely on animal testing. Local merchants will be glad to loan you a few products if they know you and know that you will tell your friends that they can buy these products at their stores. Two examples of this are Vegetatum (a substitute for Vaseline which is not a petroleum product and is "cruelty-free") and Toms of Maine deodorant.

Have some good catalogs on display also. You can get these from PETA (see page 3) and:

The Body Shop Skin and Hair Care  
45 Horsehill Road  
Cedar Knolls, New Jersey 07927  
1-800-541-2535

Ecco Bella  
6 Provost Square  
Caldwell, NJ 07006  
1-800-283-4747

Student Action Corps for Animals has a booklet called *101 Non-Animal Biology Lab Methods*. Contact them at Box 15588 Washington, D.C. 20003; 202-543-8983.

### Diet

We were trying to establish our goals for the year. Among these were finding a name and planning a fundraiser that would help an organization, as well as making our school aware of what we were. We decided on the name Students for a Better World, because that is essentially our goal. But we were torn fifty-fifty between a Vegetarian Dinner and a Save-the-Rainforest Dinner. We decided to have a Save-the-Rainforest/Vegetarian Dinner. We had two speakers, one who spoke about the Rainforest and the other about Vegetarianism. With the money we received we bought a plot of Rainforest.

The challenge was the actual planning and organizing the event: trying to decide who would cook and what was Vegetarian, who would make tickets and how much they would cost. If you are trying to set up a fund raiser, it is important to do something that everyone really cares about. Sit down and talk. Don't pick something just because it seems like the cool thing to do. With all of the work that goes into this project, if it's not something that you really care about, you won't do as good a job as is required.

Pick a few people who can go to stores that will donate food or literature dealing with your topic. The Old Ale House donated a dozen loaves of fresh bread. A

local pizza place donated a few Vegetarian pizzas. Local businesses are willing to help students that are trying to do things out of the ordinary.

We soon realized that the fifteen of us, plus ten new volunteers, were not going to make enough food to feed everyone. We had an emergency meeting and asked students from other Ecology clubs to help us. They agreed and decided to sell tickets and make food for us. We were overjoyed at the help of another fifteen people. We had weekly meetings to decide upon decorations, supplies and the general flow of our evening. The ticket sales went well; we sold out after the first week and had to make more.

The night of the dinner, all forty volunteers showed up at 3:00 and we began putting cloth tablecloths and flowers on the tables, wrapping silverware, moving the chairs and heating up the food. People began coming in around 6:30 and we were really excited because we were sold out completely. We had plenty of food and drinks. We were amazed that an idea that started months ago was now a reality. We worked well together and the night was a definite success. We all had a great time and at the end of the evening we had over \$600.00 to give to our plot of land.

Elisha Weinberg  
Wilde Lake High School

## Community Actions

### Wildlife

The last Dusky Seaside Sparrow in the world died on June 16, 1987. These little birds were driven to extinction by land development, land drainage, pesticides, highways, and fires that destroyed their homes.

The things that wiped out the Dusky Seaside Sparrow are things that are happening everywhere, in all of our communities. Learn how land (habitat) gets developed and work to protect it. If we start to learn these things while we are in school, we will be stronger, wiser, and more sophisticated as we grow older and continue these campaigns. Don't let anybody fool you. The struggles for wildlife habitat, open space, fewer highways, elimination of pesticides, wetlands preservation, etc. will be long, hard battles.

Start going to your town, city, or county planning board, zoning board, or environmental commission meetings. Ask questions and demand answers. Whenever you see land being cleared, animal habitat is being lost.

### Animal Testing

#### Baltimore Youth for Animal Liberation

Baltimore Youth for Animal Liberation was formed in the summer of 1990. Although there are animal rights groups at some Baltimore schools, some people saw a need for a regional group to bring together students from all over the city. There are very few adults, let alone students, who are willing to be active on animal rights issues, so it made sense to try to bring together those who would respond.

BYAL started with a meeting of interested people. Some principle tenets that were agreed on included a commitment to action on behalf of animals and a non-hierarchical leadership, in which people would take responsibility for what they were interested in. Gradually word spread about the group, and we attracted more people. We passed out a flyer on the problems associated with eating meat, especially the environmental aspects, at the large mall on Baltimore's waterfront with limited success. We met with far more resistance than we had anticipated. As our first action, it was somewhat discouraging, but we learned that many factors have to be taken into account when setting expectations or even considering an action, especially regarding the kind of people being targeted. The most lasting lesson was that confronting people with things that they often don't want to hear or don't care about takes patience and courage.

In the past year BYAL has organized several demonstrations of its own, including one at a local

### Diet

Twelve students at Gateway High School in Aurora, Colorado persuaded the entire school district to ban tuna fish from the school menu to help save dolphins. They are still not serving tuna.



McDonald's, and has passed out literature at fairs and festivals. One of our biggest projects was compiling a packet of anti-dissection information based on the PETA report on Carolina Biological Supply Company. We sent these packets to the heads of nearly every high school biology department in the Baltimore area.

Throughout all of our activities we have found direct communication with interested (but not necessarily "converted") people to be the most effective means of getting our message across. The best place for this kind of communication is at an event like Earth Day, where people are relaxed and can check out what you have to offer at their leisure. Another great way to get a message out to students is to table at a concert or organize a benefit show. During the past year, BYAL has run on funding that it received from an animal rights benefit concert put on by local student bands that played for free. BYAL had a table at the show, handed out lots of literature, talked to people, and, to top it all off, made some money. From that concert, we learned never to underestimate the ability of young people to organize effectively. In the end that knowledge is probably what has kept BYAL running: our own faith in ourselves as agents of change in a world that can use a lot of changing.

—Seth Row, BYAL student at Park School  
5503 Boxhill Lane  
Baltimore, Maryland 21210

## Practicing Democracy

### Wildlife

The Endangered Species Act was passed in 1973 by Congress to protect endangered and threatened plants and animals. One way it does this is to prevent certain U.S. government agencies from destroying the natural habitat of the listed animals and plants. It also says that the U.S. Fish and Wildlife Service must create a recovery plan for the animals or plants to keep them safe while their numbers increase again.

The Act is coming up for reauthorization in 1992. Write to your Congresspeople and tell them you want to see the act strengthened. Your Social Studies or History teacher can help you figure out to whom your letters should be addressed. A short letter is fine. Address it to:

Senator \_\_\_\_\_  
US Senate  
Washington, D.C. 20510

Congressman (woman) \_\_\_\_\_  
US House  
Washington, D.C. 20515

The phone number for all Congresspeople is 202-224-3121. You will probably have to leave your message with one of their employees, but that is O.K. At least they will know what your opinion is. One employee of a Senator said that they pay more attention to letters that young people write because they figure it is a greater effort for kids to write than adults.

### Animal Testing

Animals have no voice but ours.

You can be placed on a letter-writing action alert list by writing to:

*Beauty Without Cruelty*  
175 West 12th Street  
New York, New York 10011

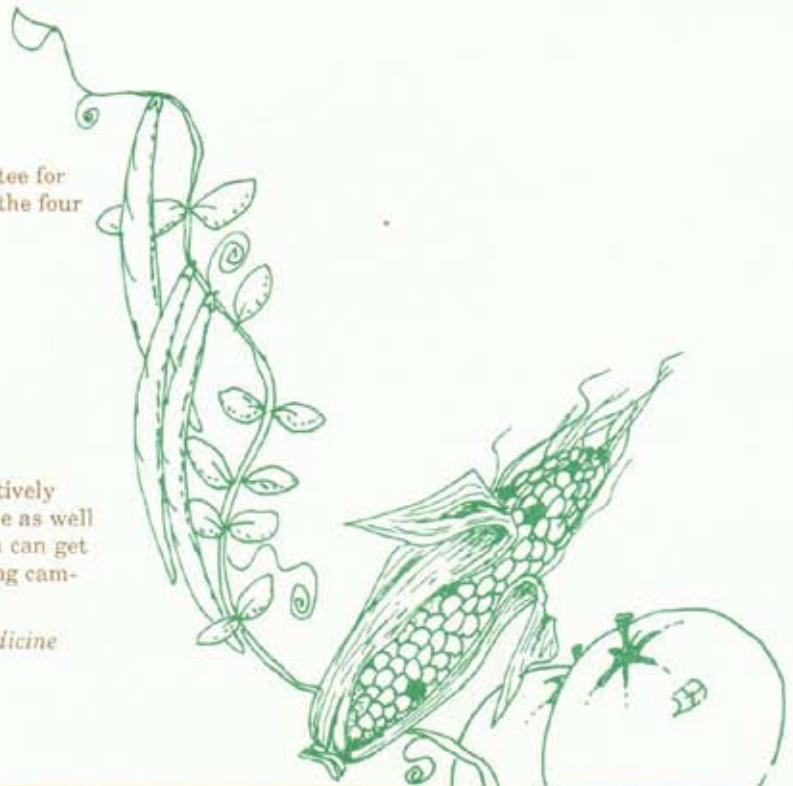
### Diet

There is a group called Physicians Committee for Responsible Medicine that has proposed that the four food groups be changed to:

WHOLE GRAINS  
VEGETABLES  
LEGUMES  
FRUIT

This is a group of 3,000 doctors who are actively promoting nutrition and preventative medicine as well as finding alternatives to animal testing. You can get information about their work and letter-writing campaigns from:

*Physicians Committee for Responsible Medicine*  
P.O. Box 6322  
Washington, D.C. 20015  
202-686-2210



*"The greatness of a nation and its moral progress can be judged by the way its animals are treated."*

Gandhi



## Global Impact

*"If you can think of animals as brothers, you have made a little headway towards the brotherhood of all souls, not to speak of the brotherhood of man!"*

Swami Vivekananda

### Wildlife

Have you heard of a Council of All Beings? A council is a group of people called together for a consultation. Many towns and cities have a Council. They make decisions which affect the lives of many. A Council of All Beings lets us speak for other life forms. It lets us give a voice to what is happening to our planet. It makes us more aware of the Earth-Community.

Get several of your friends together and step outside. Find a place to sit in a circle and have everybody express one of their most powerful feelings about the environment. Then each person leaves the circle to spend a certain amount of time alone in Nature. (If this is difficult in a city, do your best to imagine the home environment of the plant or animal you will speak for.) When everybody returns to the circle, they will speak for another being—plant, tree, animal, mountain, flower, insect, etc. You and your friends will give voice to the wilderness and increase compassion for all living beings.

To appreciate the beauty and meaning of a Council of All Beings, get *Thinking Like a Mountain, Towards a Council of All Beings* by John Seed, Joanna Macy, Pat Fleming, and Arne Naess for \$7.95.

### Animal Testing

Two international groups working on behalf of animals are:

*International Fund for Animal Welfare*  
P.O. Box 193  
Yarmouth Port, Massachusetts 02675  
617-362-4944

*The Animals' Agenda*  
P.O. Box 5234  
Westport, CT 06881  
203-226-8826

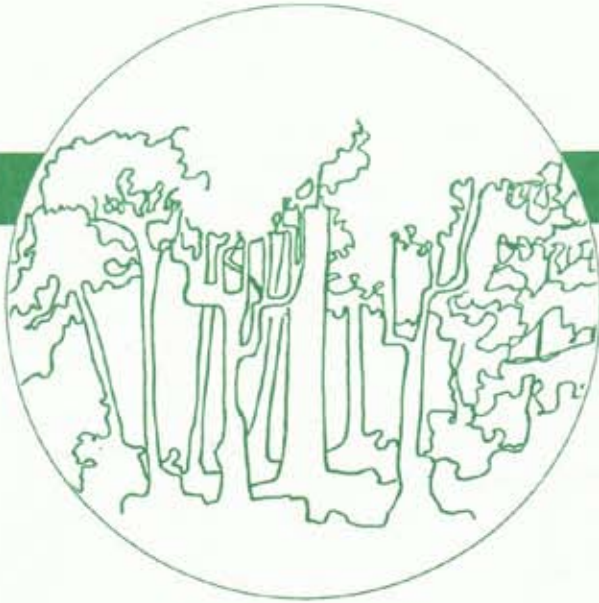
It may cost you money to join these groups and to be on their mailing lists but please remember that animals cannot get jobs and earn money to join them. These are innocent and helpless victims of our lifestyles who need our help.



### Diet

Other countries are doing great things to improve the quality of life for farm animals. Switzerland abolished cages for egg-laying hens so the animals can at least roam around. The Netherlands will no longer allow these cruel cages as of 1994. Sweden abolished these cages and even outlawed factory farming, requiring that cows and pigs be kept in as natural an environment as possible. In 1987, the European Parliament voted UNANIMOUSLY to banish veal crates, phase out chicken cages and improve pigs' conditions. The British have also banned veal crates but the U.S. has done none of these things. Contact: Farm Animal Reform Movement; Box 70123, Washington, D.C. 20088; 301-530-1737.

# Wilderness Experiences



## *The Spirit of the Problem*

With beauty before me,  
May I walk  
With beauty behind me,  
May I walk  
With beauty above me,  
May I walk  
With beauty below me,  
May I walk  
With beauty all around me,  
May I walk  
Wandering on a trail of beauty,  
Lively, I walk.

—Navajo Indians

## Did You Know?

### *The Earth is Alive!!!*

- **Gaia** (gi') - same as Gaea. Greek Mythology—the Earth personified as a goddess. (Webster's New World Dictionary)
- The **Gaia Hypothesis** - Ancient people have always considered the Earth alive, as a mother, giving life. All of her features—rivers, trees, rocks, clouds, springs, soils, mountains—were believed to have spirit and sensibility just as humans do.
- Early people everywhere on our planet had ceremonies whenever they cut and harvested plants or killed animals for food, asking forgiveness for the painful removal of some of Mother Earth's children.
- Scientists have identified five major systems through which the Earth functions:



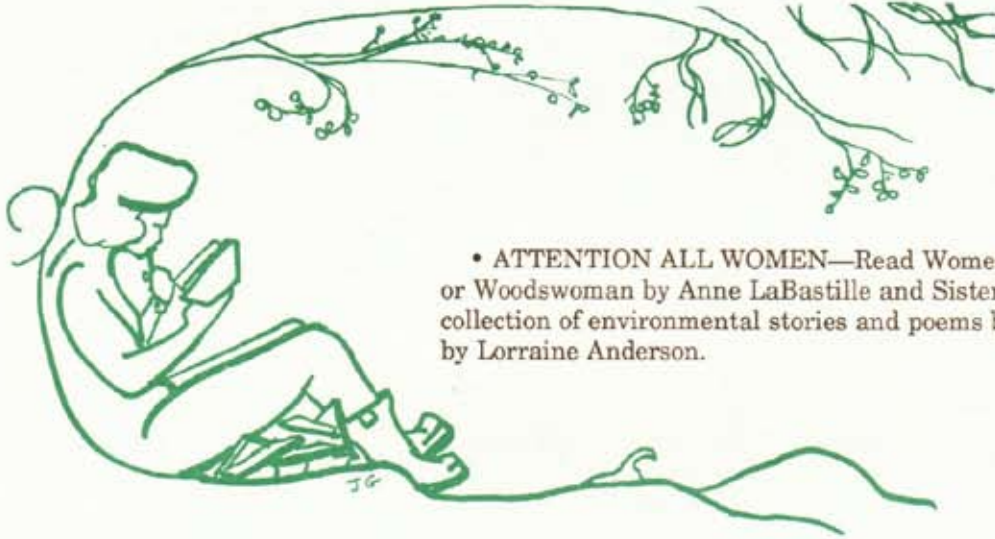
Drawing by Melora Payne

*geosphere (land)*  
*hydrosphere (waterways)*  
*biosphere (where living organisms are found)*  
*atmosphere (air)*  
*noosphere (people's mind—conscience)*

- The first photographs of the Earth taken from the moon inspired the astronauts with awe and a confirmation of the idea that the Earth appeared to be a living being with purposeful organization.
- The Earth tries to adjust to its own rates of production of gases such as oxygen, methane, and carbon dioxide to keep our atmosphere balanced for life.
- Scientists are finding complex connections among the Earth's systems (air, water, rock, life) that were unimaginable ten years ago—all affect and depend on each other. There was an excellent article about scientists and the Gaia Hypothesis in "The New York Times" on August 29, 1989.

## Self-Education

• The greatest way to learn about Nature is to be outside watching, listening, waiting, exploring, feeling. Get to the wild places as often as you can. Even if you live in a city, find the parks and the trees. Enjoy the little weeds pushing up, through concrete and imagine their strength and determination to live! Study the spider spinning her web or the ant hauling something twice her size or the squirrel walking the wires. You can learn a lot through the microcosms of the world, too. George Washington Carver once said, "If you love it enough, anything will talk with you."



• **ATTENTION ALL WOMEN**—Read *Women and Wilderness* or *Woodswoman* by Anne LaBastille and *Sisters of the Earth*, a collection of environmental stories and poems by women, edited by Lorraine Anderson.

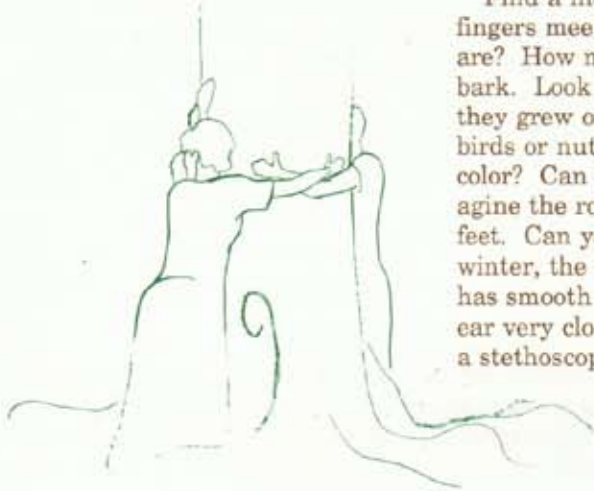
• There is a wonderful book for appreciating Nature in the cities called *Ten-Minute Field Trips* by Helen Ross Russell of Jersey City. There is beauty everywhere! Weeds, insects, nuts, leaves, earthworms, seeds, lichen are all explained in a fascinating way. Perhaps your library can order this book.

• Find out where your nearest environmental education or nature center is and find a way to get there. A nature center is a place with an undisturbed ecosystem and people who can help you learn about and enjoy it. Maybe you have an older friend who likes the environment and would be happy to drive you there. Most events will be free.

• If you want to feel like you are right in the heart of the woods, a four-dollar book called *The Tracker* by Tom Brown will do it. Reading this book will give you a marvelous feeling for animals and their habitats and habits. It is the story about a boy who meets a Native American boy and his grandfather. Together the boys learn the ways of the woods.



## Individual Actions



### Meet a Tree \*

Find a nice sized tree and put your arms around it. Do your fingers meet on the other side? Do you think it is older than you are? How much older? Explore the tree. Rub your cheek on the bark. Look upward into the branches and imagine how slowly they grew out of the trunk. Are all the leaves open? Are there birds or nuts, seeds or fruit growing? Are the leaves changing color? Can you find any plants or animals on or in the tree? Imagine the roots going both deep and wide in the dirt below your feet. Can you feel the spirit of the tree? It is alive. If it is not winter, the sap is flowing even as you are holding your tree. If it has smooth bark, perhaps you will hear the sap by placing your ear very close and tight to the trunk. If you know anybody with a stethoscope, try using that.

### Adopt a Spot

See if you can find a special place to call your own even if you don't own it. It is nice to have a peaceful, natural place to retreat to when you need time alone. If it has an owner, introduce yourself. Next, tell the owner you love the land. Then, see if it is OK for you to go there every so often.

DEEP PEACE OF THE RUNNING WAVE TO YOU  
DEEP PEACE OF THE FLOWING AIR TO YOU  
DEEP PEACE OF THE QUIET EARTH TO YOU  
DEEP PEACE OF THE SHINING STARS TO YOU  
DEEP PEACE OF THE GENTLE NIGHT TO YOU  
MOON & STARS POUR OUT  
THEIR HEALING LIGHT ON YOU  
DEEP PEACE OF THE LIGHT  
OF THE WORLD TO YOU

FROM A GAELIC RUNE

### A Camping College

The National Audubon Society Expedition Institute is a small, camping community which teaches you how to use the global environment as a classroom. You can earn a Bachelor of Science degree in Environmental Education or a Master of Science degree through Lesley College Graduate School, 29 Everett Street, Cambridge, Mass. 02238. (You can also earn high school credits in some cases.)

20 students travel cross-country in a bus and decide by consensus where to stop and work. This is an education in life. Here are some resources that have helped students earn their degrees over the past 20 years:



Amish and American Indian communities  
Florida Everglades and river systems  
Rocky Mountain wilderness areas  
Southwestern deserts  
National parks  
Archeological sites

Dr. Michael Cohen wrote a book about this program, *Our Classroom Is Wild America* (\$7). For further information, contact National Audubon Society Expedition Institute, Northeast Audubon Center, Sharon; Connecticut 06069; 203-364-0522.

\* Adapted from Joseph Cornell's *Sharing the Joy of Nature, Nature Activities for All Ages*.

## School-Wide Activities

### Outing-of-the-Month-Club

Arrange a meeting of kids who are interested in outings and let them choose some of their favorite places to go. Make sure somebody has been there first and has some idea of how long the drive takes and how long the hike is. Pick a convenient meeting place and plan to leave early enough that your day will be relaxed. Some students might enjoy having an hour somewhere along the way where they can do a "solo," in other words, be alone or quiet in the woods (or wherever it is you are). The one safety rule for this is that everybody be within earshot of each other. The trips don't have to be far—the closest wild place is fine. If enough kids get involved in monthly outings, find out what it would take to get a school bus to take you.

### Adopt a Wild Place of Your Own

The following story is about an open space area only about eight miles from Jennifer's home in the suburbs. Adults helped with this "adoption," but an organized Ecology Club could do the same thing with the help of the Biology Department. This does require long-term commitment. Establishing a preserve is only the first step in practicing stewardship of an ecosystem.

*Our environmental group recently adopted a stream under the Maryland Save-Our-Streams program. Since we adopted it, it is our responsibility—is to check the health of our stream every few months. We do this by performing a stream quality assesment. In simpler terms, we collect insects and classify them thereby determining the level of steam pollution. To collect the insects, we used a large net and found an area of moving water containing lots of rocks and ripples. By placing the net behind the ripple insects moving through the area will be caught and classified by quantity and type. Also, it helped to pick up rocks and brush them with our hands to dislodge any bugs that attached themselves to the rock. Another way is to take the toe of your shoe and dig below the mud to remove any life down there. Once everything has been collected, the health of the stream can be determined. If caddisflys or stoneflys dominate the collection, one can be sure that the steam is in excellent condition. This is because both of these bugs are extremely sensitive to pollution. However, if leeches, aquatic worms, or pouch snails are found in large numbers the stream is in poor condition because they a high level of pollution. Crayfish, clams, and young dragonflys can all exist in a variety of water conditions. Not to worry, a clear, easy to follow manual will be provided so that one does not have to have any previous knowledge of these insects. In doing this, individuals can have a part in protecting the health of their local steams.*

—Jennifer A. Lew/11th Grade/Atholton High School



The first of many Outing-of-the-Month hikes set out for the Appalachian Trail in Pennsylvania on Saturday, May 11th. Originally, the plan was to climb Sugarloaf Mountain, but the plan changed when it was learned that the mountain was going to be sprayed for Gypsy Moths that morning. About eight students and John and Iona Conner met to carpool to the spot where the hike would begin. The destination of the trek was Chimney Rock, where the hikers stopped for lunch. Then three continued along the trail and then broke off it to visit a fire tower. The three were invited to the top where they learned that a ranger spends the greater part of the day scanning the mountains for forest fires. By the time they rejoined the rest of the hikers, who had been relaxing in the sun and climbing among the rocks, it was time to start back down the mountain. Everyone had a great time and all were looking forward to the next outing.

Rebecca Feldman

## Community-Wide Actions

When fourth-graders at Vandendboom Elementary School in Marquette, Michigan learned that an 80-acre stand of virgin (never cut) white pines was going to be cut down, they went to work. Some of the pines were 500 years old, six feet wide and 100 feet tall. Cameron's story tells about the program, which ultimately reached other counties and cities in Michigan. Although only \$100,000 was needed, the kids raised \$241,000 and purchased a buffer zone, too!



### Estivant Pines

One day, in Mrs. Vezzetti's fourth grade class, we heard about the Estivant Pines. We learned that there were 644 trees. They were virgin timber that was going to be cut down. It cost \$100,000 to save them. After dividing we figured out that one tree cost \$155.28. It seemed impossible.

We started by writing speeches for the other classes in our school. If everyone in our school donated 75 cents we would save one tree.

Soon other schools were involved. We had a bake sale, were in the newspaper, and on the news.

Soon, the schools in our area had saved 20 trees. After writing, what seemed like hundreds of speeches and letters, we took a field trip to the beautiful Estivant Pines.

The experience of saving one of nature's most magnificent trees is very rewarding and one we will never forget.

—Cameron Contois

The class created a 55-page booklet about its work. The cover is reproduced here, and the book serves as a final closure for the entire activity. It is full of stories, financial tallies, news clippings, letters and photographs.

## Practicing Democracy



**W**e first met Dr. Paul Torrence when he came to our school, Good Counsel High School, to talk about the dangerous situation that the Alaskan Coastal Plain is facing. You see, oil and gas companies have been interested for some time in that land, to develop it. The problem? A report by the Department of the Interior says that with this development, the Arctic wilderness "would be eliminated." And that's for only about two hundred days worth of oil!

Dr. Torrence invited two students to go with him and his group, the Alaska Coalition of Maryland, to Capitol Hill, where we would try to encourage legislators to vote for a bill that will protect the plain. We volunteered to take a day off of school and on Thursday, May 16, we took Capitol Hill by storm. That day we, the entire coalition (made up of different environmental groups around Maryland) met with Senator Sarbanes' aid, Representative Gilchrest and Representative Byron. The meeting with Mr. Tobin proved to be

very promising. Mr. Gilchrest's meeting seemed a little unclear but still optimistic. Our big challenge came with Representative Byron. She more or less gave us the run-around. But overall the day seemed to go very well. And did we learn so much! One of the most important lessons we discovered is that letters, especially hand-written ones, really do count. Some even are read by the representatives or senators themselves!

We learned a lot and had fun, too. On June 26, we are going back to Capitol Hill again with the coalition to do more lobbying. So wish us luck . . . and if you can, take the time to write your representatives and senators to ask them to vote for bills H.J. Res. 239 and S. 39, which would designate the coastal plain of the Arctic National Wildlife Refuge as "wilderness," putting it off limits to oil and gas exploration and development. Thanks!

by Ruthie France  
and April Grant,  
Silver Spring, Md.

**Update:** The Senate defeated the bill which would have ruined Alaska's Arctic National Wildlife Refuge.  
THANKS, Ruthie and April!



## Global Impact

**W**e are part of the Earth and it is part of us.  
The perfumed flowers are our sisters;  
the deer, the horse, the great eagle,  
these are our brothers.  
The rocky crests, the juices of the meadows,  
the body heat of the pony, and man—  
all belong to the same family.  
So, when the Great Chief in Washington sends word  
that he wishes to buy our land, he asks much of us . . .

**I**f we decide to accept, I will make one condition:  
The white man must treat the beasts of this land  
as his brothers.  
I am a savage and do not understand any other ways.

**I** have seen a thousand rotting buffalos on the prairie,  
left by the white man who shot them from a passing train.  
I am a savage and I do not understand how the smoking  
iron horse can be more important than the buffalo  
that we kill only to stay alive.

**W**here is man without the beasts?  
If the beasts were gone, men would die  
from a great loneliness of spirit.  
For whatever happens to the beasts  
soon happens to man.  
All things are connected. This we know.  
All things are connected  
like the blood which unites one family.  
All things are connected.  
Whatever befalls the earth befalls the sons of the earth.  
Man did not weave the web of life,  
he is merely a strand in it.  
Whatever he does to the web,  
he does to himself."

Chief Seattle  
Testimony given to U.S.  
Government, 1854



There is a beautifully illustrated book by Susan Jeffers called *Brother Eagle, Sister Sky* which brings Chief Seattle's speech to life



# Gardens

## *The Spirit of the Problem*

### ***My Companion***

Gardens mean different things to many people. To me, my garden is a companion.

When I feel lonely I go out to my garden. I work with the plants and feel the soil in my hands. I feel very close to the earth. I am not alone. Every plant is my companion.

On hot days I go out to my garden. I squirt the cool water on the garden and myself. I can see my plants smile and even thank me for giving them water and life.

Once in awhile we all feel that nothing is working out. On days like this I go out to my garden and start pulling weeds, every last weed is pulled. And, when I have finished, I feel so accomplished and filled with positive energy that I can enjoy the remainder of my day.

Every fall my plants die. Their vivid flowers and bright green leaves turn brown and fall to the ground. At first I was sad; my friends were leaving. But inside of them was life. The next spring they came back, and even multiplied! I felt like a proud parent. Sometimes they do die, it's just a part of life. They decompose and go back into the earth from which they sprang—helping all the other plants to flourish.

Gardening is a special experience which enlightens one's spiritual and mental health. I wish this companionship for everyone.

by Kelly Naylor  
Oakland Mills High School

Illustrated by Angela Menegay

## Did You Know?



- One gram (1/28th of an ounce) of rich, organic farm soil can contain as many as:
  - 80,000 single-celled beings (algae, protozoa)
  - 400,000 fungi
  - 2,500,000,000 bacteria
- One cubic meter (39" x 39" x 39") of soil can be home to as many as:
  - 45,000 earthworms and relatives
  - 48,000 mites and insects
  - 10,000,000 round worms
- Pesticides are designed to kill. ("pest" = troublesome insect, "-cide" = suffix, meaning killer)
- Many farm workers get pesticide poisoning.
- Spraying a yard with poisonous chemicals also hurts ladybugs, crickets, beetles, butterflies, spiders, ants, chipmunks, birds, and earthworms.
- One common pesticide, carbofuran, kills 2.4 million birds each year.
- Pesticide traces have been found in 48% of the most commonly eaten fresh fruits in America.
- Pesticides can cause nervous system damage, cancer, birth defects, sterility as well as kidney and liver damage.
- The Environmental Protection Agency (EPA) estimates that pesticides have contaminated ground water in 38 states, fouling drinking water for half of all Americans.
- An organic garden produces strong plants without chemicals which are capable of surviving some insect attacks.
- Organic fruits and vegetables often taste better than their sprayed counterparts.
- Safe alternatives exist to fight bugs like:
  - aphids —ladybugs
  - ants and cockroaches—mix equal parts of powdered sugar and borax. Sprinkle in corners along baseboards. Store foods in empty glass bottles.
  - potato beetles—plant horseradish or flax near potato plants to repel beetles.
  - Japanese beetles—plant garlic to keep beetles at bay.
- As many as 80% of the pesticides used today have not been properly tested in accordance with the nation's pesticide control law FIFRA - Federal Insecticide, Fungicide, and Rodenticide Act.
- There is a Pesticide Hotline to answer pesticide questions of a technical or health-related nature. Call 1-800-858-7378.



## Self-education

- Read Pesticide Alert by Lawrie Mott and Karen Snyder. It is a comprehensive product-by-product guide to pesticides which gives us advice on demanding safer foods.
- Find people in your neighborhood who raise their own vegetables and talk with them. 35,000,000 people grow organic food in the USA.
- Go to your library and get out a few issues of "Organic Gardening" magazine published by Rodale Press, the granddaddy of the organic gardening movement.
- See if your library has good books on gardening like How to Grow More Vegetables than You Ever Thought Possible on Less Land than You Can Imagine by John Jeavons or Worms Eat My Garbage by M. Applehoff (Flower Press, 1982). There are also books written for young gardeners. Check them out.
- There are two excellent non-profit groups which publish information about pesticides:  

National Coalition Against the Misuse of Pesticides	Mothers and Others
701 E Street SE	40 West 20th Street
Washington, DC 20003	New York, NY 10011
202-543-5450	
- According to Nancy Skinner, a California naturalist, "(City) gardens preserve green, open space in overpaved urban areas. They not only help clean the air, they serve as a reminder that there are other things in the world besides cars, streets, and buildings."
- The Boston Urban Gardeners tell a wonderful story about a woman named Carrie Sargent. "Carrie Sargent, resident of a drug-and-crime-torn section of Boston, had a vision to create a community garden. She worked to have one of the many empty lots on her street, a site for illegal dumping, crime, and abandoned and stolen cars, purchased by a non-profit organization to turn into a garden . . . Today it's a flourishing community garden, a safe, beautiful place for neighbors to meet and grow food together." Do you have a Carrie Sargent in your city? Track her down and talk with her.
- Two good catalogs for organic gardening supplies are: The Necessary Catalogue, P.O. Box 305, New Castle, Virginia 24127; 1-800-447-5354 and Ringer Lawn and Garden Products, 9959 Valley View Road, Eden Prairie, Minnesota 55344; 1-800-654-1047.

## Individual Actions

### *Eat organically grown fruits, vegetables, and grains.*

Find a health food store and read the labels looking for "certified organic" foods and snacks.

### *Plant some vegetables*



**B**ack when I was hip-high to what I am now, my parents had a fair-sized, fairly productive vegetable garden. After a few years' neglect, we took to calling this space "the weed patch" and just dumped leaves and grass clippings there.

About a year ago Big Joe, a friend and neighbor, told me he had brought some blue corn seed from New Mexico but didn't have room enough to plant it in his own yard. With help from my friend Eric, I removed the boards that had marked the old beds and pulled out the bigger weeds and rocks. Dad and I rototilled the garden and did our best to level it off. Joe put in the corn, and I planted tomatoes and peppers in the extra space.



Big Joe and I have big plans for an end-of-summer Blue Corn Feast. We're hoping to have enough for blue-corn-on-the-cob, blue corn chips, and blue corn flakes for breakfast.

John Michael MacDonald

Co-head gardener for Oakland Mills High School's S.A.V.E. (Students Against the Violation of the Earth)

Founder of G.O.O.F.Y. (Grand Order of Organically Farming Youth)

**T**he kitchen garden is close to the cooking and close to the heart. You'll know your own produce doesn't have poisonous sprays on it and one of life's greatest pleasures is picking something yourself fresh from the stalk.

If you need a new garden hose, look for one made out of recycled tires.

### *Support your local organic farmers*

Find out if your town has a farmers' market and go to it. If we buy produce locally, it doesn't have to be shipped as far, so it is fresher. If local farmers can make enough money to survive, they won't have to sell their farms to developers. Most farmers love farming!

Find out who is farming without chemicals. Learn whether or not your state has an organic farm certification program. See p.7 for more information on this.

### *Talk With Your Supermarket Manager*

Ask your grocer whether any of the fruits or vegetables (s)he sells are organic. (S)He may not have a satisfactory answer for you, but if hundreds of us start to ask, the supermarket will know we are interested in safe food and, in time, they should respond. Once they start to carry organically grown food, be sure to buy it! It might cost a bit more, but we are paying for our own health, the health of the Earth and all the other creatures; plus, we are helping an organic farmer keep his/her farm.

## School-Wide Activities

### Hopes for the Future

When the Oakland Mills Ecology club had their annual elections at the end of the school year, they elected two "Head Gardeners" because they intend to start an organic garden at their school. Bell Multicultural High School in Washington, D.C. has a glassed-in section which gets very warm and provides passive solar heat. The Ecology Club students plan to create an organic greenhouse there.



### Earth Apple A Game to Play with Young Children

**Take a very big apple and a sharp paring knife. Holding up the apple, say:** Who can tell me what I have here? Let's pretend that this is the Earth we live on full of people, and cities and farms and what else? (animals, plants, parks, lakes, oceans, forests, factories, schools, etc.)

**Slice the apple into equal quarters. Hold up three quarters, and keep the remaining quarter aside for the moment. Say:** Do you see these three quarters? This is how much of the Earth is made of ocean water. Can you live on the ocean? Set aside the three quarters and pick up the remaining one. This is the part made of land. This is the part left for all of us to live on.

**Slice the 1/4 piece that represents the land in half.** Actually, that isn't really exact because some parts of our Earth are hard for human beings to live on; they're mountaintops or swamps or deserts or the South Pole and we can't live in those places, can we? Hold up the remaining 1/8. So, this is what's left over for all of us to live on. This is where we build our houses.

**Slice the 1/8 piece into four and put three aside. Hold up a 1/32 section.** Can anyone tell me what is left now? This tiny part is all that is left of the Earth for people to live on. I'm going to put it over here, but don't forget about it. This small piece of the Earth is very important and we're going to talk about it again. Now take up the remaining three 1/32 pieces and hold them out for the kids to see. These are parts of the Earth where the land is too steep, too rocky, or where the soil is too poor to grow food. And these parts of the Earth are also all the places—shopping malls, cities, parks, factories, schools, parking lots, where people can live, but where food can no longer grow.

**Put down the three 1/32 pieces and pick up one 1/32 portion.** Now I want you to watch me closely. **Carefully peel the 1/32 slice of apple.** This tiny piece of the Earth is the only part of this whole world that will grow food for all the people. This tiny part of the world is all that's left over for us to look after and to turn into gardens and farms for food for everyone in this world! Be very careful with our Earth and take care of it because that's all there is for all of us.

A nice follow-up activity would be to hand out shiny, organic apples for all the children as you talk informally about how precious our world is.

Adapted from "Worship Kit 90," Jubilee Foundation for Agricultural Research, 115 Woolwich St., Guelph, Ontario N1H3V1 Canada.

## Community-Wide Actions

### Children's Garden

A three-week morning program at Genesis Farm, Blairstown, New Jersey teaches kids about gardening. The magic ingredients are:

1. Morning Praise—quieting, centering, singing, listening, sharing
2. Garden—learning, enjoying, caring for: flowers, herbs, vegetables, weeding, composting, nature, earthworms, etc.
3. Mother Earth Helpers—Tips for caring: recycling, conservation (practical to kids)
4. Non-competitive games—Nature Hunts, etc.
5. Nutritious Snacks—Preparation and Eating: muffins with berries, raisins and nuts, apples and raisins, pop corn, etc.
6. Story—Nature/Earth/Myths/Legends—Relax Time
7. Crafts—Clay Sculpting (Earth)—Sketching Outside—Painting.
8. Walk—Edible Landscape—or just for fun
9. Closing—Circle Song—Pledge to love and save Mother Earth.



## Practicing Democracy

In *The Little Prince* by Antoine de St. Exupery, the Little Prince says sadly of his relationship to the only flower on his little planet: "I did not know how to take pleasure in all her grace."

If your apartment complex, town, or condominium association is "gardener unfriendly" or overrun with chemical lawn care companies, get some people together (adults, gardeners, students, environmentalists) and try to get a "gardener-friendly" ordinance passed like the following, which was drafted by two women in Columbia, MD.

Get on the mailing list for the Pesticide Education and Action Project, P.O. Box 610, San Francisco, California 94101; 415-771-PEAP. You will learn a lot about the politics of pesticides and receive news of letter-writing campaigns. Their fact-filled newsletter comes out three times a year and costs \$10/year.



WHEREAS the Columbia Vision is intended to be a far-sighted approach to urban design; and  
WHEREAS our knowledge and understanding of human impact on the environment is ever increasing;  
and

WHEREAS it is now widely accepted that renewable energy resources are the most desirable and that their increased use is critical for their future; therefore, be it

RESOLVED that Columbia intends to be in the forefront of efforts to promote the use of renewable energy sources and designs which incorporate sustainable systems.

TOWARD THIS END, the following matters will come under immediate consideration:

- Encouragement of edible landscapes for residences, commercial properties, and open spaces;
- Evaluation of a permit system for use of lawn chemicals and services by residences and commercial properties;
- Encouragement of alternatives to high maintenance, energy-intensive landscapes (i.e., lawns) for residences and commercial properties;
- Encouragement of residential and commercial use of alternatives designed to reduce the use of non-renewable energy (solar clothes drying, passive and active heating and cooling systems, solar water heating, siting of buildings for maximum solar gain, kitchen gardens for home use);
- Encouragement of the intelligent reuse of materials to reduce waste, pollution and excessive energy use through:
  - composting kitchen and yard waste,
  - use of recycled and recyclable materials,
  - particularly by official and commercial entities;
- Promotion of community education concerning environmental ethics and practices for an ecologically healthy Columbia.



## Global Impact

### The Circle of Poison Countries of Destination, Hazardous Pesticide Shipments from the U.S., March-May 1990



From the excellent report *Exporting Banned and Hazardous Pesticides*, by the Foundation for Advancements in Science and Education (FASE), see Resources.

U.S. Customs records obtained by FASE researchers indicate that between March and May 1990, pesticides which are suspected to cause cancer, mutagenesis and adverse reproductive effects were exported at a rate of at least three tons each hour.

This chart includes pesticides which in the U.S. are canceled, restricted use, unregistered, Class I or suspected to be carcinogens, mutagens or damaging to the reproductive system.

### Help Break the Circle of Poison!

Some pesticides have been banned for use in the U.S. because they are so toxic, but they are being shipped overseas to poor countries. This creates problems of exposure for the workers who handle them in shipping, the farmers who use them on their fields, and the environments where they are used. Then, in many cases, we buy back the fruits, vegetables, and grains that have been sprayed or treated with these poisons.

Write to your Representatives and Senators:

U.S. House of Representatives  
Washington, DC 20515  
202-225-3121

U.S. Senate  
Washington, DC 20510  
202-224-3121

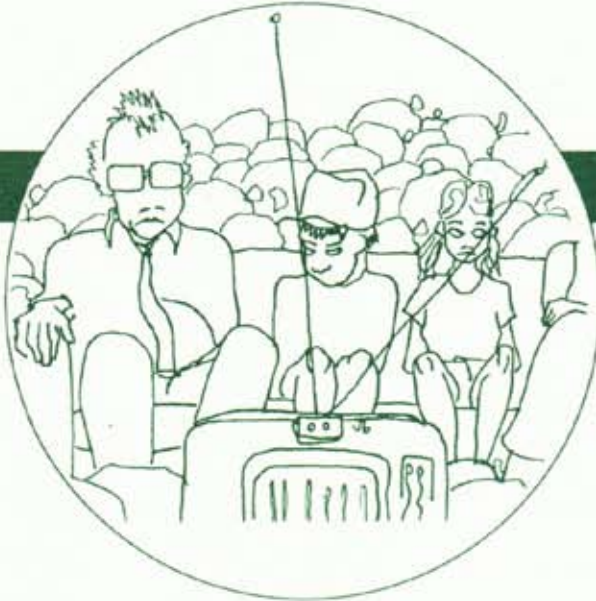
Key points:

1. Stop the export of dangerous pesticides
2. Establish strong enforcement rules

For updates, call Pesticide Action Network, 965 Mission St. #514, San Francisco, California 94103; 415-541-9140.

- There is a popular summer occupation in England for young people called "wolfing." Students tour the country, working at organic farms or gardens for a day or two in exchange for room and board.

# Waste and Recycling



## The Spirit of the Problem

*"Wisdom demands a new orientation of science and technology towards the organic, the gentle, the non-violent, the elegant, and the beautiful."*

E.F. Schumacker

*Small Is Beautiful, Economics As If People Mattered*

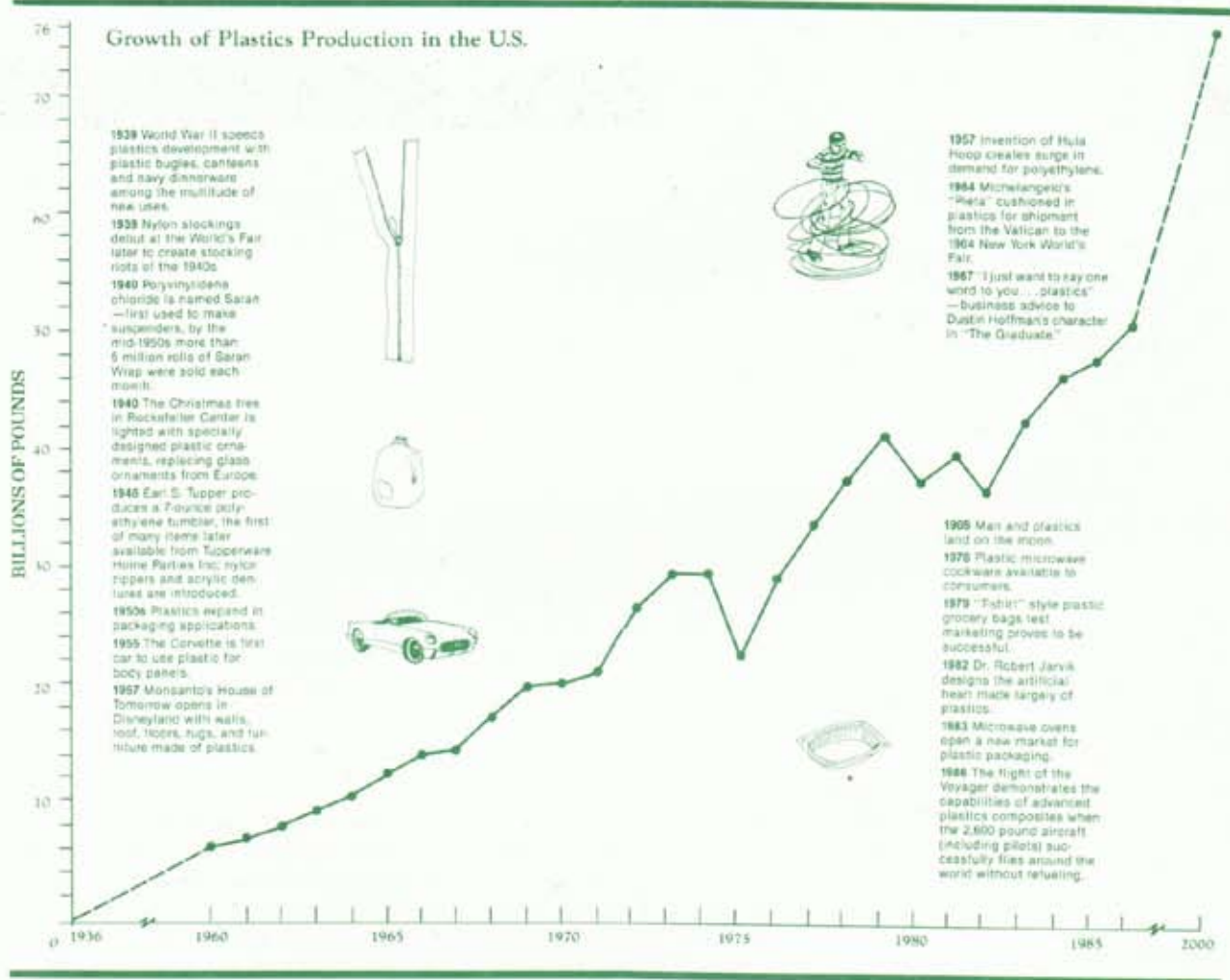
As we look around us, it is easy to see that we have serious problems today and the most visible symptom of our illness as a society is garbage. We sometimes think that having a lot of things will make us happy and respected people. That, of course, is not true. We have gotten so used to having so much, and a great deal of what we have and use is disposable. We must begin to analyze our own garbage.

If your garbage men didn't come for a month and nobody took the trash out, what would your home look like? Imagine how it would look if nobody emptied the garbage for a whole year? Would you still have room to walk from one room to another?

The average American family creates 350 bags of garbage each year. That's part of the problem. Another part of the problem is that on a nation-wide level, the political support to honestly deal with our consumer habits and waste has been weak.

Allen Graves, a high-school student from North Hollywood, California was receiving an environmental award from George Bush for his school's recycling program. He asked our President, "Does your office recycle?" President Bush replied, "I don't know." (*Newsweek*, November 27, 1989)

## Did You Know?



- Newark, New Jersey passed ordinance number 6S+FA on February 15, 1989. This ordinance bans two common food packaging materials—polystyrene (as in styrofoam) and polyvinyl chloride (PVC). This law was implemented quickly and smoothly.
- Plastics are made from poisonous materials. Vinyl chloride (VC) causes cancer. When something is "vinyl" it is polyvinyl chloride (PVC). PVC does not cause cancer but there are traces of VC in PVC.
- Plastic molecules in packaging migrate into your food and drink. Tiny amounts of methylene chloride (known to cause cancer) have been found in containers of bottled drinking water.
- Ink and adhesives in packaging can contain poisons like lead, cadmium, and other heavy metals. If garbage is burned (incinerated) these poisons end up in the ash.
- Recycling plastic and styrofoam makes us feel like we're doing something good, but we are only encouraging continued manufacturing of products which are oil-based and use toxic materials in the manufacturing process.
- Recycling aluminum cans saves not only the raw material being gouged out of the Earth, but also 95% of the energy used in the whole process of creating a can for us to have one drink.
- For every ton of office paper which we recycle we save:
  - 7,000 gallons of water
  - 3 cubic yards of landfill space
  - 17 trees (To make this easier to imagine, recycling one three-foot-high pile of newspapers saves one tree. Now picture that and multiply 3 by 17 = 51 trees saved from 10 five-foot piles per ton of recycled office paper.)
  - 682.6 gallons (2.5 barrels) of oil
  - 60 pounds of air pollutants
  - 4,200 kilowatt hours of energy
- While people are willing to recycle enormous amounts of trash, we need to go beyond that—we need to change the buying habits which create so much garbage. Ways to do this will be explored in the next Student Action Guide, "Lifestyle Changes."

## Self-Education

- Start by looking at your own garbage can. What could be pulled out, washed and used again? What could be recycled if you knew where to take it? What could be given to somebody else who has less than you have? What fruit and vegetable scraps could be composted in your backyard? What items could you have rejected in the first place? What better packaging decisions could you have made?

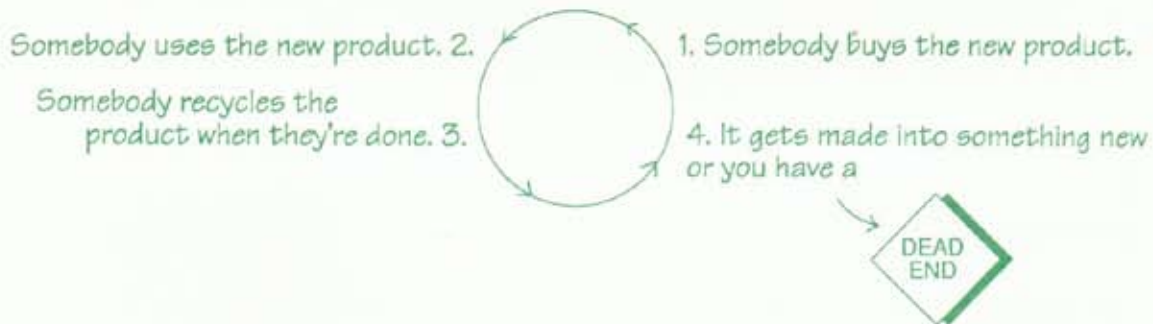
- Do a survey—write down how much garbage you and your family make for 6 months.

- Begin thinking for yourself. Don't believe all the ads you see on TV. Try to understand the difference between "want" and "need."



- For \$4.95 you can buy a wonderful little book called *The Recyclers Handbook, Simple Things You Can Do*, by the Earth Works Group. Your bookstore will probably have it, but if not, they can order one for you. It would also make a nice birthday present for your parents or a friend. There are many other resources listed in it.

- If we are not buying products made from recycled materials, we are not recycling. Recycling means completing a cycle.



- Seventh Generation sells lots of products made from recycled materials as well as multitudes of products which are safe and gentle for the environment. They explain why each product is good to use. Get a free catalog by calling 1-800-456-1177.

- Earth Care Paper, Inc. has been selling recycled paper products for years (note cards, writing paper, copy paper, loose-leaf paper, cellulose food storage bags made entirely from wood fiber, etc.) Contact them at P.O. Box 7070, Madison, Wisconsin 53707; 608-277-2900.

- Learn this motto by heart and let it guide you in the future:

USE IT UP  
WEAR IT OUT  
MAKE IT DO, OR  
DO WITHOUT!

## Individual Actions



- Be fast in a fast food “restaurant.” You can save some garbage (and natural resources) by not using a straw, not taking a lid for your drink, not using a placemat, refusing a bag and returning unopened packets of ketchup, sugar, creamers, etc.

- You can save even more garbage (and natural resources) by not going to a fast food place at all until they offer real dishes. Instead, go to a diner or a small, local restaurant where they do use real dishes and utensils.

- Buy rechargeable batteries and a solar battery charger. These batteries cost more than disposables but you can get hundreds of uses out of them. This reduces waste as well as prevents the heavy metals and other poisons in batteries from entering our dumps and incinerators. The “state of the art” incinerator in Warren County, New Jersey had many problems with the ash and emissions due to household batteries.

- Start using a fountain pen or refillable ballpoint pen. Pilot makes nice refillable pens in many colors. These will be a little more expensive than throw-away pens until greater demand brings the price down. However, you will reduce the amount of garbage you produce and you will start to break the habit of throwing things away after one use.

- Look at your school lunch. Are there some clever ways by which you could reduce the amount of trash produced? Daily activities do add up.

- Don't throw poisonous materials into the garbage. If your parents throw something toxic away, pull it out and ask them where you can safely store these items until the next Household Hazardous Waste Collection Day in your county or city. These items should NEVER go in the garbage:

batteries, oven cleaner, paint thinner, solvent-based paints spot remover, bug sprays, weed killers, flea powder, toxic household cleaners, charcoal lighter, motor oil, etc.

- If you don't know when your town or county is having a hazardous waste collection, call the Health Department and ask.



## School-Wide Activities

In November, 1990, my teacher, Mrs. Ruggeway, got some information from Reynolds Aluminum Co. She told the whole school about a contest they were running called Great Balls of Foil. The idea was to get the most foil to win. Everyone in the school brought in foil from home. We made a giant foil ball with all the foil.

The contest ended in March, 1991. The foil ball weighed 45 pounds and was taller than me. My school got paid \$5000 and we all learned how to recycle.



By Ryan K.



### The Earth Rap

By George Decosta and George Menheim,  
Kids for the Earth

Looting and polluting is NOT the way,  
Here's what KIDS FOR THE EARTH have to say.

Recycle your paper, your bottles and tins,  
Let's work together and fill up those bins.

Come on everyone, let's work as one,  
This garbage war just has to be won.

The recycling center is a perfect spot,  
Don't make it into a garbage lot.

A cleaner Earth is up to us,  
Let's get to work and stop the fuss!

Recycling is a better way,  
That's what KIDS FOR THE EARTH have to say.



### Adopt-A-Mug Succeeds with Faculty

by Michael Garvey

Kids for the Earth, Mount Vernon, New York

Teachers at our school were using styrofoam cups for their faculty meetings because disposable cups were cheaper and more convenient to buy at the supermarket. KIDS FOR THE EARTH asked all of their members to contribute a mug from home. It took about two weeks to collect sixty-five mugs.

Peter Squitieri and I were chosen to represent the Adopt-a-Mug program at a faculty meeting. I explained that styrofoam is not biodegradable and is harmful for the Earth, and that we were offering them a supply of reusable cups that would be washed in the home economics room after each meeting. Most of the teachers accepted our suggestion and switched to the mugs. Gradually more teachers accepted the idea. We hope that they will stick with the program.

## Community-Wide Actions

### *The Curbside Pickup Song*

Words: Margie Roswell

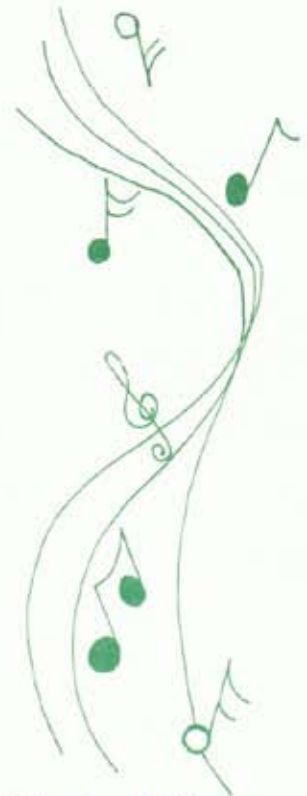
Tune: "I Am the Very Model of a Modern Major General"

Aluminum and newspaper and soda cans and beer bottles  
Are just a few of many treasures in our trash recyclables.  
For copy paper, high grade paper, cardboard, yard waste, food waste, wood  
Could be recycled, composted or reused in our neighborhood.  
And did you know that plastics are the up and coming in the field?  
Of plastic bottles, milk jugs, bags and styrofoam there is great yeild.  
The sensible solution is to pick the stuff up at the curb.  
Recycling Day just like Trash Day in Baltimore (add your town's name) would be superb!

Recycling saves resources like trees that make our forests green  
Like bauxite, landfills, fossil fuels and even keeps our roadsides clean  
Makes lots of jobs and cuts pollution in the air and water, too.  
It's cost-effective, non-reactive, quite attractive, and feels good!  
Recycling at roll-offs, while it's nice won't solve the garbage crisis  
It's a start, so I'll take heart and hope we'll search through our devices  
Recycling at curbside has now grabbed the national spirit  
So listen well while I do tell the tale of cities doing it:

In Austin, Albuquerque, Cincinnati, Minneapolis,  
Seattle, New York City, San Francisco and Los Angeles  
In Portland, Plymouth, Fairfax, Fort Worth, Fresno, Philadelphia  
Urbana, East Lyme, Davis and the District of Columbia;  
In Trenton, Newark, Westfield, Montclair, Morristown and Woodbury  
In Charlotte, Islip, Mecklenburg and Greensborough and Wellseley  
They all recycle at the curb to make re-cy-cl-ing easy  
If they can do it so can we  
Right here in Baltimore City! (your city)

So if some bureaucrat in Baltimore should say, "It can't be done,"  
Just say, "That's rubbish!" and proceed to sing the curbside pickup song.  
The song which tells the tale of cities nationwide which sort their stuff  
Recovering their resources, they realize "Once is not enough."  
For copy paper, plastic bottles, cardboard, yard waste, food waste, wood  
Could be recycled, composted or reused in our neighborhood.  
If they can do it—so can we!



Suggestion: Ask your Music teacher to help you find and learn the tune to this Gilbert and Sullivan piece.

In Berkeley, California, there is an Eco-Lotto program in which city officials randomly select one home per week and rummage through its garbage. If there are no recyclables being thrown out, the homeowner gets \$250. If there are recyclables, the \$250 goes into a kitty and accumulates weekly until there is a winner of the total. The pot reached \$4,500 before the city found its first winner! See if your community or school could adapt this idea.

## Practicing Democracy

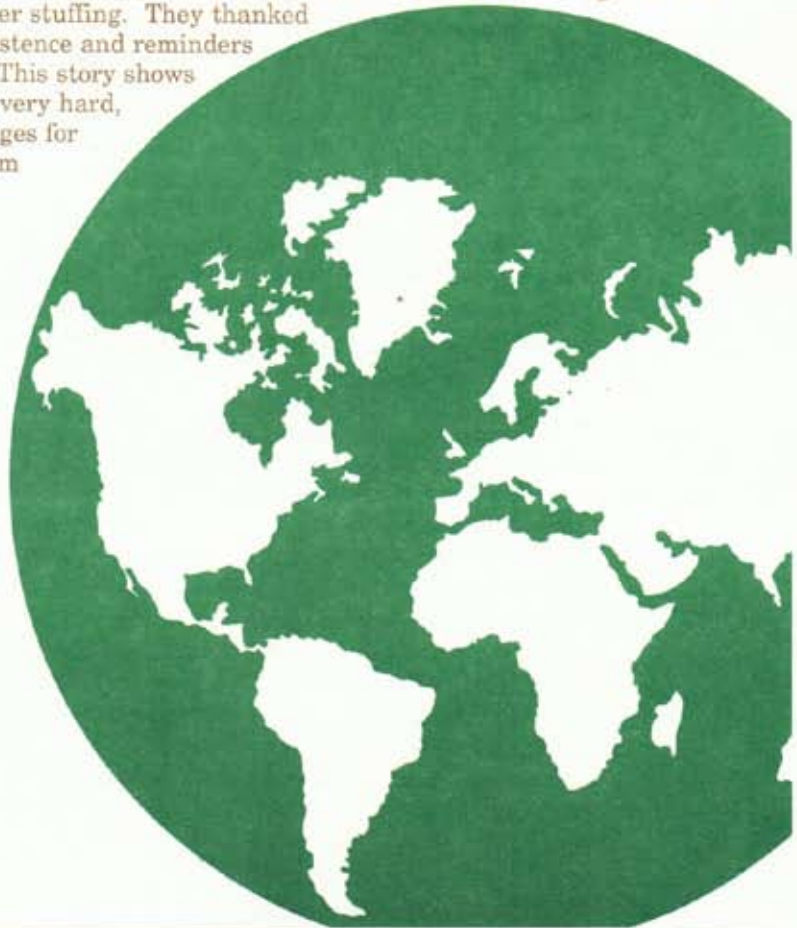
### *U.S. EPA Yields to Student Pressure*

by Umar Munroe

Nichols Middle School, Mount Vernon, New York

Last June, the U.S. E.P.A. (Region II) sent KIDS FOR THE EARTH a package in a bubble lined envelope instead of an envelope using recycled fibers. KIDS FOR THE EARTH talked about it at a meeting and decided to write and suggest that the EPA change to the recycled fiber envelopes. EPA wrote back and explained that plastic lined envelopes were being used because they were lighter and therefore cheaper to mail. KIDS FOR THE EARTH didn't think that was a responsible decision because an environmental protection agency should set a better example, especially to young people. EPA Public Relations wrote back again and said they would study the issue and get back to KIDS FOR THE EARTH. Several months passed. Finally, we wrote to the EPA and asked "Why is it taking the EPA so long to make the right decision about switching to the recycled fiber envelope?" They wrote back and said that it takes time for a big agency to all agree to switch.

Last week KIDS FOR THE EARTH got a letter from the U.S. Environmental Protection Agency with a sample of the new envelope they would be using for bulk mailings. It was made of recycled paper and recycled fiber stuffing. They thanked KIDS FOR THE EARTH for their persistence and reminders to use environmentally safe envelopes. This story shows that if you work together at something very hard, even kids can influence important changes for the environment. It took five letters from June 1990 to March 1991 to get the EPA to change its policy. The key to our success was that we didn't give up!

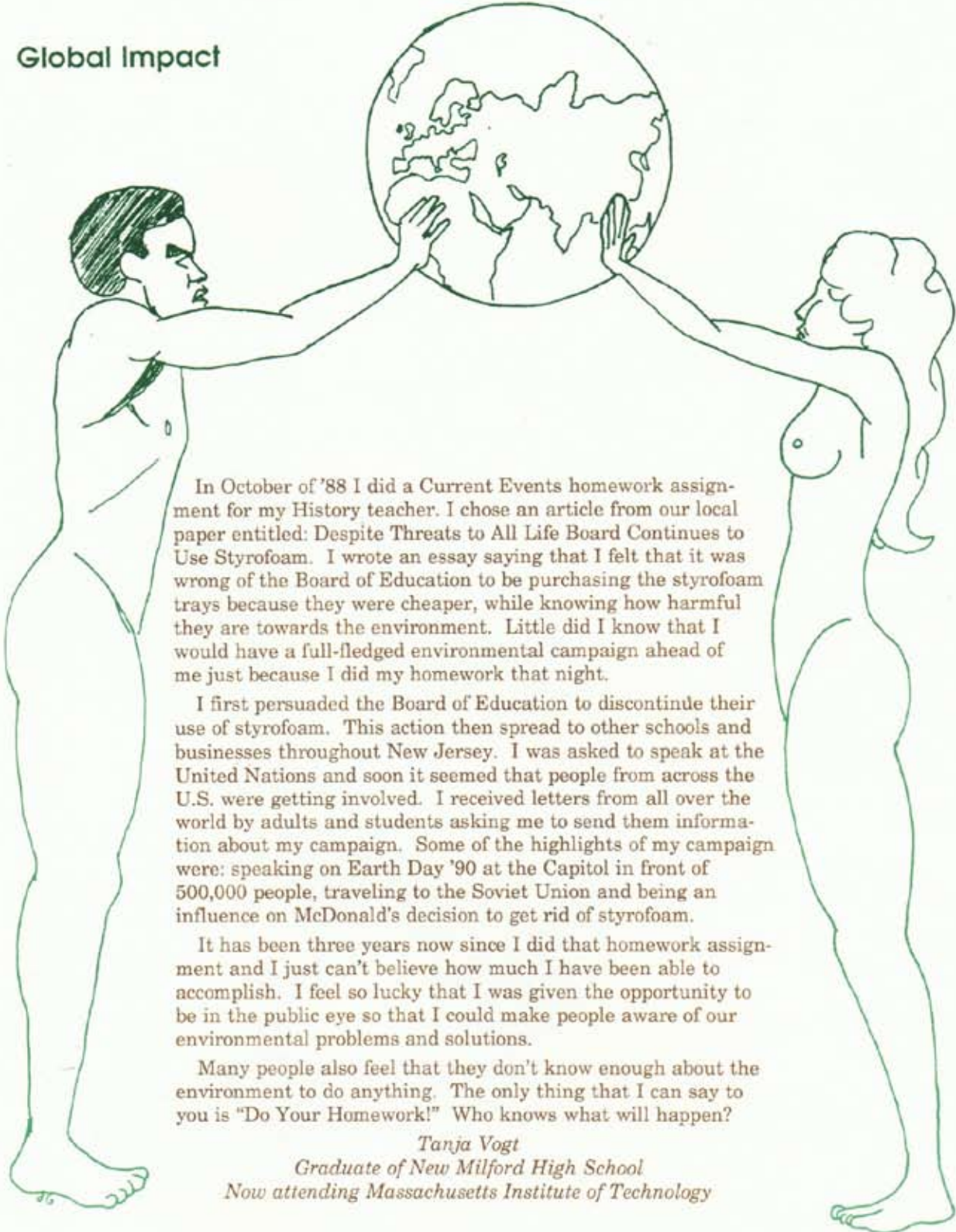


*"Never doubt that a small group of dedicated, persevering people can change the world. Indeed, it is the only thing that ever has."*

—Margaret Mead



## Global Impact



In October of '88 I did a Current Events homework assignment for my History teacher. I chose an article from our local paper entitled: Despite Threats to All Life Board Continues to Use Styrofoam. I wrote an essay saying that I felt that it was wrong of the Board of Education to be purchasing the styrofoam trays because they were cheaper, while knowing how harmful they are towards the environment. Little did I know that I would have a full-fledged environmental campaign ahead of me just because I did my homework that night.

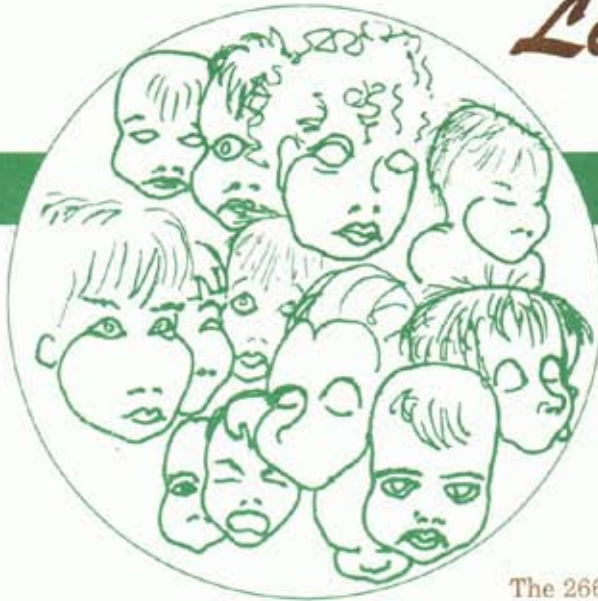
I first persuaded the Board of Education to discontinue their use of styrofoam. This action then spread to other schools and businesses throughout New Jersey. I was asked to speak at the United Nations and soon it seemed that people from across the U.S. were getting involved. I received letters from all over the world by adults and students asking me to send them information about my campaign. Some of the highlights of my campaign were: speaking on Earth Day '90 at the Capitol in front of 500,000 people, traveling to the Soviet Union and being an influence on McDonald's decision to get rid of styrofoam.

It has been three years now since I did that homework assignment and I just can't believe how much I have been able to accomplish. I feel so lucky that I was given the opportunity to be in the public eye so that I could make people aware of our environmental problems and solutions.

Many people also feel that they don't know enough about the environment to do anything. The only thing that I can say to you is "Do Your Homework!" Who knows what will happen?

*Tanja Vogt*

*Graduate of New Milford High School  
Now attending Massachusetts Institute of Technology*



## *Lifestyle Changes*

### *The Spirit of the Problem*

The 266 faces on this page represent the 266 people born every minute around the world. However, we in America use many more natural resources than do people from other countries.

By the time the average American reaches the age of 75, (s)he will have produced 52 tons (104,000 pounds) of garbage, used 10 million gallons of water and used five times as much energy as her global brothers and sisters on the average.

"The pain we feel is not ours alone. It is rooted in caring, not just for ourselves and our children, but for all humanity and all of life. Our distress is a statement of our interconnectedness with all beings. Something much larger than our individual selves and destinies is at work here. Our distress is an urgent statement from the depth of our being that this horrible pollution must not be allowed to continue. It is the awakening within our individual and collective conscience of the most profoundly transforming human responses. It is the source of the courage to redirect our lives.

Obviously the work of healing our world and ourselves is not a separate or passing chapter in our lives. The changes that are necessary won't come about simply because we stop eating meat, or simply because on occasion, we meet or march or donate or lobby. It will take everything we are, and it will take all of us, and in forms we cannot yet even begin to imagine.

We will meet this challenge that asks so much because there is something inside us that is sacred, our conscience, that says this is what we are here to do."

—John Robbins, *Diet for a New America*

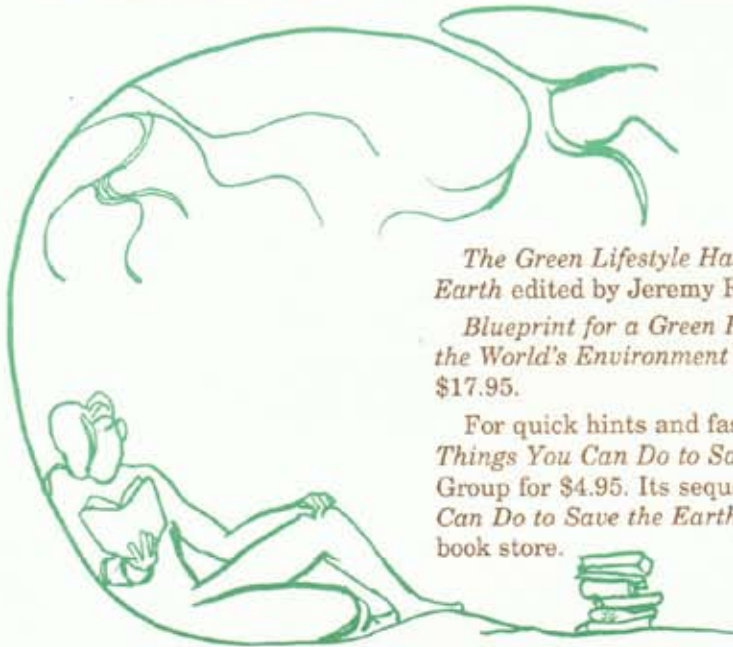
## Did You Know?

- The chemical industries which make the resins commonly used for packaging plastics produced 11 BILLION pounds of hazardous waste in 1984.
- It has been said that at the root of environmental problems are values and attitudes mixed with a corresponding lack of skills and knowledge. ("E" magazine, March\April 1991 p.31, article called "Education That Cannot Wait" about environmental education).
- Dioxins, a group of very toxic chemicals, are an unintended by-product of bleaching paper with chlorine. Unbleached paper works as well in most cases.
- Aluminum has been associated with Alzheimers disease which causes rapid senility during old age. Aluminum is found in some anti-perspirants. When women use anti-perspirants instead of deodorant and when they wear bras made of synthetic materials which don't let the skin breathe properly, they get more lumps in their breasts later in life which can lead to cancer.
- Only 700 paper bags are made from one tree. If every United States citizen could save 700 bags by the year 2000, we, as a nation, will save 240,000,000 trees!
- Noxzema face cream contains phenol, a toxic industrial solvent. If we apply something to our skin every day of our lives and live to be 70 years old, we will have about 25,500 exposures to it.
- Some nailpolish contains nitrocellulose (as in gunpowder) and toluene, which can cause serious nervous system damage.
- There are three ways of being exposed to poison:
  1. Ingestion—eating
  2. Inhalation—what we breathe
  3. Dermal—what we put on our skins
- By the time we are teen-agers, we are making many consumer choices. Nobody forces us to buy anything.
- Formaldehyde may cause irritation of the eyes, nose, throat and skin. When it is manufactured, it can cause nausea, headaches, nosebleeds, dizziness, shortness of breath and allergic reactions of lungs and skin in workers, plus it causes cancer in animals.
- Formaldehyde is common in air fresheners, plywood, particleboard, facial tissues, drapes, synthetic fibers, carpeting, panelling, wallpaper glue and shampoo.
- Changing our lifestyles can give us and our endangered Earth time to heal. By actively caring about the natural world, we will learn greater harmony, humility, gratitude and love for other people and other forms of life.

## Self-Education

*"Live simply that others may simply live."*

- One excellent way to learn tricks for a more simple life is to talk with your grandparents or anybody who lived through the Depression or World War II. EVERYTHING was reused in those times. People treasured their natural resources because they were scarce. Most older people have fascinating stories to tell plus they would enjoy your interest.
- Two very readable books which delve into our lifestyles and their ecological side-effects are:



*The Green Lifestyle Handbook, 1001 Ways You Can Heal the Earth* edited by Jeremy Rifkin, \$10.95.

*Blueprint for a Green Planet, Your Practical Guide to Restoring the World's Environment* by John Seymour and Herbert Girardet, \$17.95.

For quick hints and fascinating facts, pick up *50 Simple Things You Can Do to Save the Earth*, by The Earth Works Group for \$4.95. Its sequel is *The Next Step: 50 More Things You Can Do to Save the Earth*, for \$5.95. Both should be at your local book store.

It is important to remember, however, that this is not an easy task (changing lifestyles and improving the condition of our environment). These problems are serious and have taken decades to get this bad. We really do need to view our work as long-term and worthy of sacrifice. If we believe it is simple, easy or cheap, we are deceiving ourselves. We need to re-think nearly all of our habits and assumptions. We must live the way we believe a life should be lived once we understand the impact we make on the Earth, other people and other creatures.

- Two magazines which teach us about lifestyles and the Earth are:

"Garbage, The Practical Journal for the Environment," \$21 per year for six issues, Old House Journal Corp., 435 Ninth St., Brooklyn, New York 11215; 718-788-1700

"E, The Environmental Magazine," \$20 per year for six issues, Earth Action Network, Inc., 28 Knight St., Norwalk, Conn. 06851, 203-854-5559.

You might find these on a newsstand. A simple lifestyle change would be to pick up individual copies and give them to your friends and relatives as gifts. They are about \$4.00 each. You might request subscriptions for yourself for birthdays or holidays.

- The greatest catalogue of all for new lifestyle changes is:

"Seventh Generation, Products for a Healthy Planet," Colchester, Vermont 05446.  
Call 1-800-456-1177 for a free catalogue.

## Individual Actions

### *A Baseball-Playing Vegetarian*

Hello, my name is Aron A. Weiss. I am 14 years old and have been a vegetarian since conception. This year for my Science project I presented a report discussing "Why a Vegetarian Diet Is Healthier for the Body and Ecologically Sound for the Total Health of the Earth." The following are some facts and statistics I shared with my classmates. I researched this information in *Diet for a Small Planet* by Frances Moore Lappe and *World Hunger—Twelve Myths* by Lappe and Joe Collins.

I live in New York City and attend Stuyvesant High School. I am a wholesome American kid. My daily diet includes grains, fruits and vegetables. My favorite dishes are tofu franks, tofudillas, pasta, meatless lasagne, pizza, curry vegetables, samosas, masalla, szechuan bean curd with spicy sauce, vegetable tempura, Hungarian cabbage noodles or kapushta—tasta, potato pierogies with sour cream and chives, Thai rice noodles with vegetables in peanut butter sauce and naturally I could not go without chocolate truffle cake to celebrate special happenings.



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- Probably the best motivation for changing a lifestyle is to lead a healthier, longer life. When some actions are fun and some save us money, that's even better. The two main tricks are:

- to remember the three ways we are exposed to poisons—lungs, stomach, skin
- to learn more about how products are made and what their effects are from beginning to end—from mining the Earth or making raw materials in a chemical factory through our use to final disposal (landfills or incinerators)

- Read labels—food, cosmetics, skin creams, drinks—whatever you see on the label is what could enter your body. Do you know what these things are? Call or write to the companies and ask. You, as a paying customer, have a right to know what the ingredients are. Ask for fact sheets called Material Safety Data Sheets (MSDS). Federal law requires that companies using poisonous chemicals make their health effects known to people who ask.

- Visit your local health food store and see what they have. Many items you see there might have more natural and more gentle ingredients than what you see elsewhere. We must develop some sophistication in analyzing advertising claims. That takes time. Eventually, we

develop trust in certain companies because we know their ethical standards are high.

- To more fully understand a company's ethical standards, get a copy of *Shopping For a Better World, A Quick and Easy Guide to Socially Responsible Supermarket Shopping* for \$4.95. It is put out by the Council on Economic Priorities and evaluates companies by the following: environment, women's advancement, animal testing, nuclear power, military contracts, advancement of people of color, South Africa, giving to charity, etc.

- If you help to wash dishes in your home, find a store where you can buy bars of Rokeach Kosher coconut dish washing soap in cardboard boxes. The soap works well, is gentle, is natural and there are no plastic bottles!

- Ask foreign-born people about simple, natural tricks to save our environment. Many other cultures have very inexpensive and safe lifestyles.

- DON'T BUY SO MUCH!!! You'll have more money all in all.

- When you do need something, try to find it used first. See if your friend has what you need. Maybe you could barter (trade) or buy things from each other. Try thrift stores and garage sales—these are really recycling centers.

## School-Wide Activities

- Host an Ecology Fair on Earth Day with environmental products on display. Invite local environmental groups to set up tables for literature and to speak with you and your friends.



Art: Melora Payne

- Let part of your school's lawn revert back to fields and meadows. This will save burning precious fuel, air pollution and noise from mowers, while providing small creatures with homes.

- Save trees, water, energy, money, transportation and landfill space by asking the Home Economics Department to help you make cloth napkins or cotton shopping bags to be sold for a fundraiser. Money earned could help purchase new trees for the school yard. The athletes could help plant the trees on Earth Day (April 22).

- Encourage Wood Shop people to use turpentine (a natural product of trees) instead of chemical paint thinners. In many cases, wood articles can be left unvarnished and they are still beautiful.

**T**HE PARK SCHOOL IN BALTIMORE offers seventh and eighth graders an intense environmental course called "Garbage." For one entire trimester, students may elect this two-hour daily class, which is more like a workshop since it is activity-oriented with lots of field trips including visits to a sewage treatment plant and a landfill.

The guide book for the course is *Saving the Earth, A Citizens Guide to Environmental Action*, by Will Steger and Jon Bowermaster.

The students wanted to start a paper recycling program so they made lots of phone calls to recyclers and invited them into the school to talk with them. They selected the one they thought was best and brought the information to the Business Office. After many meetings, the school signed a contract with the company and one garbage dumpster was replaced by one recycling dumpster in which the students collect all kinds of paper—junk mail, white paper, magazines,

computer paper, etc. The cost of renting the recycling dumpster about equals the cost of disposing of one dumpster of garbage.

The students also had bake sales to raise money to plant trees on the school perimeters when developers started building on adjacent properties.

For Earth Day the "Garbage" class students planned a series of environmental classes and workshops for the rest of the school. They demonstrated letter-writing techniques, weighed everybody's garbage from lunch and gave a prize to the one with the least waste, made new paper from old, etc.

Park School is actively preparing students to deal with lifelong environmental problems. They are also trying to decide where to put a 3'x5' Earth flag. These beautiful blue flags can be ordered for \$39.00 plus \$3.00 shipping from Co-op America, 49 The Meadows Park, Colchester, Vermont 05446; 802-655-2975.

## Community-Wide Actions

**M**OST PEOPLE WANT TO HELP SOLVE our environmental crises, but few have the time and energy to join a group or become politically active. Many do not realize that every choice they make as a consumer and how they live on a day to day basis make the greatest environmental impact. For this reason it is important to demonstrate that it is possible to live softly on the earth without dedicating your life to the environment.

With this in mind, some members of the high school/college committee of Baltimore's Earth Day '91 constructed an Eco-dorm. This life-size model of a dorm room was completely stocked with environmentally friendly products, from the snacks to the toilet paper. Cards were displayed around the room explaining why certain things are better for the environment and also providing prices and sources of the products.

Gilman and Oakland Mills High Schools worked together to construct and stock the Eco-

dorm. So far it has been shown at Brynn Mar, Gilman, Atholton, and Oakland Mills High Schools. A committee from Students United for the Earth has formed to tackle some minor problems with the room and then take it on tour.

Eco-dorm is a dorm room to appeal to college students who, for the first time, will be making their own choices about how to live, the perfect time to become environmentally educated and realize how important these choices are. But the room is to educate everyone and remind them that they can live an environmentally sound life and make such a difference simply by purchasing safe products and supporting socially responsive companies. And it is just as easy as filling a home with wasteful and toxic products.

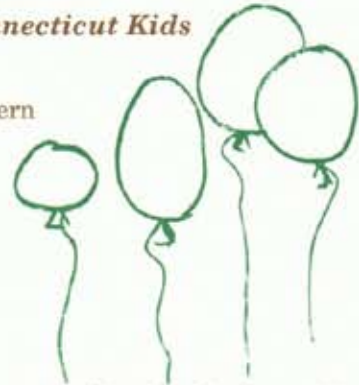
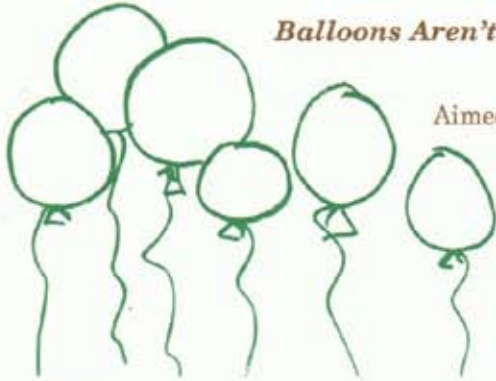
Megan Wiley,  
Students Against the  
Violation of the Earth,  
Oakland Mills High School



## Practicing Democracy

### *Balloons Aren't Always Beautiful, Say Connecticut Kids*

Aimee Ledewitz, Communications Intern  
Connecticut Sea Grant



**W**HEN THE CIRCUS COMES TO TOWN, everyone thinks of the tigers and elephants and fat ladies and lion tamers and the colorful balloons.

"Mommy, Mommy, buy me a balloon!" a child begs at an amusement park.

When the person who holds that mass of balloons releases one from the bunch for that circus goer or the child at the park, one sometimes escapes. What would happen if she or he let go of the entire bunch? It would be so pretty to watch about fifty balloons go up into the air at once. A major sporting event occurs and the planning committee lets thousands of balloons go to commemorate the occasion. Everyone oohs and aahs for a few minutes as they float away, but where do the balloons go after leaving the stadium?

Eventually the helium in the balloons dissipates and the balloons end up in a lake, river or even in the ocean. Modern balloons are usually made from a type of latex rubber and are not biodegradable. They stay in the water for centuries, or at least until they wash up on the shore, making the beaches look terrible.

The real serious problem arises because once in the ocean, balloons behave like jellyfish, a delicacy for many marine mammals and birds. Turtles especially love jellyfish and they are so nearsighted that they have an even harder time distinguishing between the balloons and their favorite food. When an animal eats a balloon, the balloon can either choke the animal or get lodged in the digestive tract. In the digestive tract, the balloon blocks the passage of food, making the animal feel full. The animal will then starve to

death, if it isn't poisoned first by the latex. Many animals have been killed by balloons, including Sea Turtles, Dolphins and Whales.

In Connecticut, a law was passed on April 16, 1990 banning the mass release of helium, or any other lighter-than-air gas balloons. So now, no more than ten balloons may be released into the atmosphere within a twenty-four-hour period.

The interesting part of the bill was that it was kids who brought it to the attention of their legislators. All over Connecticut, kids in elementary schools wrote expressing their concern for sea animals.

The legislators passed the letters on to Representative Lenny Winkler who proposed the bill to the Environmental Committee of the state legislature. Seven kids from the Turkey Hill School in Orange, Connecticut and one from the Charter Oak School in West Hartford went to the State Capitol in Hartford to testify before the House of Representatives.

"The children really bombarded their legislators," Rep. Winkler says with admiration. She says that it sometimes takes bombardment to get the attention of a legislator. She advises other people who have ideas to **WRITE, WRITE, WRITE**. "Come up with the idea but keep it short," she says, "Tell them what you're feeling and what you want to accomplish."

As a result of the efforts of the children in Connecticut, many sea animals will be saved. As Rep. Winkler asserts, "Anybody that makes up their mind to do something, as long as they push for it, can accomplish anything!"



## Global Impact

When we talk about lifestyle changes, the most significant thing we can do with our lives is to hope and dream and work at using our lives to fulfill our values and visions of a better world. There are many wonderful environmental careers. The CEIP Fund publishes a large book describing many of these. Another good way to explore the possibility of an environmental job is to have an environmental career day at your school.

### *Socially Responsible Career Day*

In May, Students United for the Earth sponsored a socially responsible career day at a local high school in Columbia, Md.

Featured at the Career Day were representatives from the Natural Resources Defense Council, Vegetarian Resource Group, Sierra Club, Audubon Society, National Wildlife Federation, National Coalition Against the Misuse of Pesticides, Chesapeake Bay Foundation, Earth Voices, and Air Pollution inspectors. There were also a midwife, an acupuncture specialist, an organic farmer and many other noteworthy professions.

The purpose of this event was to give teenagers who wanted to do something good with their lives but did not know how a sense of opportunity. It provided a number of ideas on how to live the kind of life that is both socially and environmentally responsible and still earn enough to live comfortably.

For me, the Career Day showed that my good intentions can be put to use in a meaningful and economically sustaining way. That I can make money and I do not have to feel guilty; that it is possible to have an environmentally and socially responsible career. In that sense the Career Day was a big success.

Olga Polyakov  
Park School Ecology Committee



So You Want To Make A

## DIFFERENCE

but don't know how???

Come talk with people who have jobs or who are associated with college programs in the fields of ecology, peace and social change. Come to the

**SOCIALLY RESPONSIBLE  
COLLEGE AND CAREER DAY  
SUNDAY, MAY 19TH  
2-4 P.M.**

**ATHOLTON HIGH SCHOOL  
6520 FREETOWN ROAD, COLUMBIA  
(map on reverse side)**

This is your chance to speak face to face/one on one with a variety of professionals devoted to improving the quality of life. Speak to a:

Environmental Inspector	Lobbyist	Naturalist
Organic farmer	Recycler	Lawyer
Educator	Journalist	Politician
Holistic Healer	Graduate Student	Midwife

Collect information on careers, colleges, issues! Plan to stay afterwards and talk with presenters. Bring a snack!

**For information call 964-3574.**

Sponsored by high school ecology clubs of Baltimore City, Baltimore County and Howard County.

Printed on unbleached, recycled paper.



## Environmental Model

### *The Spirit of the Problem*

"Inner City Outings (ICO) is a community outreach program of the Sierra Club. Our volunteer leaders, trained in recreational and safety skills, provide wilderness adventures for people who wouldn't otherwise have them—including urban youth of diverse cultural and ethnic backgrounds, seniors, hearing or visually impaired individuals, and the physically disabled. There are thirty-five groups around the country.

"To introduce people to the wilderness, ICO volunteers make their knowledge available to community agencies that want to develop an outings program for their members. The agencies may include schools, church and neighborhood youth groups, rehabilitation centers, and outdoor clubs. ICO furnishes much of the equipment needed to start an outings program-loaner backpacks, sleeping bags, stoves, pots, and first aid kits."

For more information contact: *ICO Coordinator*  
*Sierra Club*  
*730 Polk St.*  
*San Francisco, Ca. 94109*  
*(415)-923-5628*

\*\*\*"The rule of the street is rough on children. Getting away from it, away from the violence and the dirt of the city, is the only way I can do extra things, with the children. I can teach and develop minds in a classroom but I can only work on the spirit, soul and character in the woods. I would not have been able to do any of this if it were not for ICO."

—*Teacher, George Washington*  
*Elementary Portal School,*  
*Philadelphia, PA*

## Did You Know?

• **POISONS ON OUR SKIN** can travel into our blood stream and then to every single organ in our body—kidney, lungs, brain, heart, liver, intestines, etc.

• **IF YOU CONVINCED TWO PEOPLE** to do something for the environment, and the next day they convince two people each, and so on, it would take less than a month for everybody in the United States to take action!

### Society's Child

by Jamie Wasserman  
Oakland Mills High School

From her loins did spring a child,  
possessing all the natural beauty  
of his mother,  
Eyes, wistful like cotton clouds  
blown across a powder-blue sky,  
Wild hair of silken gold, like  
the feral forest fortresses.

But as the skies grew black,  
suffocated by progress,  
and as the forests disappeared,  
so did the sweet child of innocence's  
beauty.  
Hatred grew heavy in his heart,  
crushing his very soul and his hunger  
for the fruits of life,  
His eyes became distant and spiteful,  
reflecting the festering plague about him.  
Yet amidst the cold darkness of the frozen  
chambers of his heart,  
a tiny spark struggled to flicker amongst  
the ruins,  
That light now painfully wanes under Time's  
unforgiving breath,  
smothering its warm glow, slowly, slowly . . .  
killing him deep inside.  
He is Society's child.

### A Pueblo Song

EVERYBODY  
WAKE UP!  
OPEN YOUR EYES!  
STAND UP!  
BE CHILDREN OF THE LIGHT-  
STRONG  
SWIFT  
AND  
SURE-OF-FOOT  
HURRY, CLOUDS  
FROM THE FOUR QUARTERS  
OF THE UNIVERSE.  
ALL HEARTS BE GLAD!

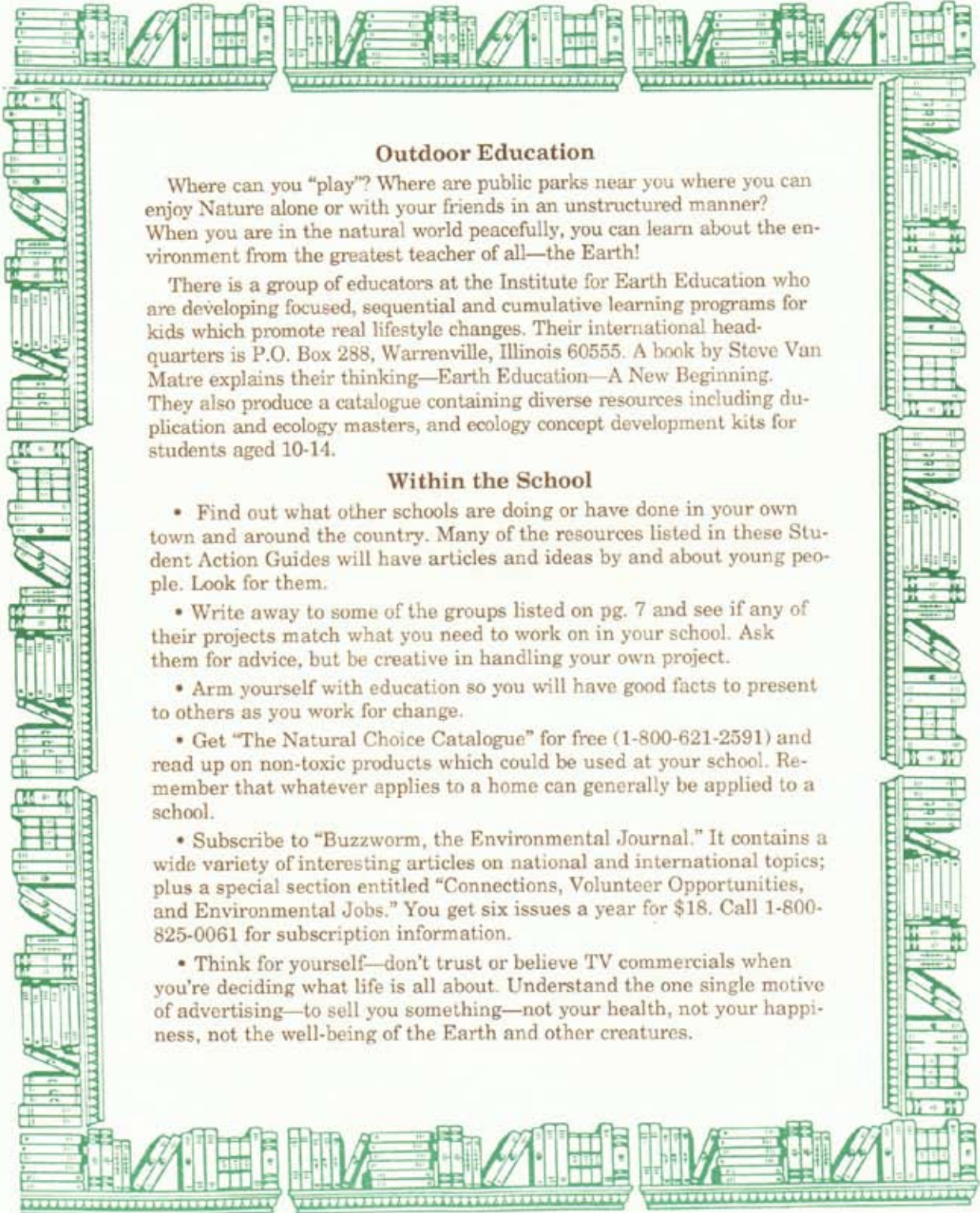
• **IF YOUR SCHOOL HAS PAPER TOWELS** and you use four a day, you will use twenty a week. If there are 35 weeks of school, you will use:

$35 \times 20 = 700$  paper towels each year, which results in— $700 \times 13$  years = 9,100 paper towels by the time you graduate.

• **IF YOU CARRY A CLEAN HANKIE IN YOUR POCKET** to use just for drying your hands, you will not use any paper towels!

• **ONE BUSY STUDENT** at Oakland Mills High School didn't have time to go to an entire SAVE meeting (Students Against Violation of the Earth), but she cared about the loss of our 1/4" thin ozone layer, so she went to a meeting for just ten minutes and got ten volunteers to be on a newly forming Styrofoam Swat Team! Even if you have only ten minutes, give it. Be creative. Think of a way to help a little and you might actually help a lot.

## Self-Education



### Outdoor Education

Where can you “play”? Where are public parks near you where you can enjoy Nature alone or with your friends in an unstructured manner? When you are in the natural world peacefully, you can learn about the environment from the greatest teacher of all—the Earth!

There is a group of educators at the Institute for Earth Education who are developing focused, sequential and cumulative learning programs for kids which promote real lifestyle changes. Their international headquarters is P.O. Box 288, Warrenville, Illinois 60555. A book by Steve Van Matre explains their thinking—Earth Education—A New Beginning. They also produce a catalogue containing diverse resources including duplication and ecology masters, and ecology concept development kits for students aged 10-14.

### Within the School

- Find out what other schools are doing or have done in your own town and around the country. Many of the resources listed in these Student Action Guides will have articles and ideas by and about young people. Look for them.
- Write away to some of the groups listed on pg. 7 and see if any of their projects match what you need to work on in your school. Ask them for advice, but be creative in handling your own project.
- Arm yourself with education so you will have good facts to present to others as you work for change.
- Get “The Natural Choice Catalogue” for free (1-800-621-2591) and read up on non-toxic products which could be used at your school. Remember that whatever applies to a home can generally be applied to a school.
- Subscribe to “Buzzworm, the Environmental Journal.” It contains a wide variety of interesting articles on national and international topics; plus a special section entitled “Connections, Volunteer Opportunities, and Environmental Jobs.” You get six issues a year for \$18. Call 1-800-825-0061 for subscription information.
- Think for yourself—don’t trust or believe TV commercials when you’re deciding what life is all about. Understand the one single motive of advertising—to sell you something—not your health, not your happiness, not the well-being of the Earth and other creatures.

## Individual Actions



### ***Getting to School***

Be fair to your body, eat a nutritious breakfast. It need not be a lot—orange juice, peanut butter toast, simple cereal and fruit are an excellent and healthy choice. You will learn better and have more energy if you eat sensibly.

Walk, bike, carpool, or use the buses, trains or subways to get to school.

Let your clothing reflect the temperature and weather. Natural fibers are more comfortable than synthetic.

### ***During School***

Buy yourself refillable pens for school and a fountain pen for home.

Try to find a cloth and recycled cardboard loose-leaf binder instead of vinyl; which is made of a chemical which can cause cancer in the people who make it.

Re-use lunch bags and choose food without a lot of packaging. One elementary school teacher held a contest in which she stamped each child's paper bag every day to see who could get the most uses out of one bag.

Choose foods without chemical additives, colorings and preservatives.

Turn off lights everywhere you go—even if it means taking one or two steps backwards. Whenever we use electricity we create either air pollution from the coal, gas or oil being burned or nuclear waste from nuclear power plants.

The USA has about 750 power plants. Because we tend to be lazy, we have remote control and instant-on features for our televisions which draw electricity around the clock. One whole power-plant (and resulting pollution) is needed in our country just to keep our TVs OFF!

### ***After School***

Join an ecology club and give its meetings and activities a high priority in your life.

Exercise—you don't need an elaborate gym or fancy clothes—bike or walk to your friend's homes, your job, or to do errands.

Volunteer at a homeless shelter, nursing home, day care center, humane society, or environmental group.

Spend time with a mentor (a person whose values and outlook on life inspire you).

Garden.

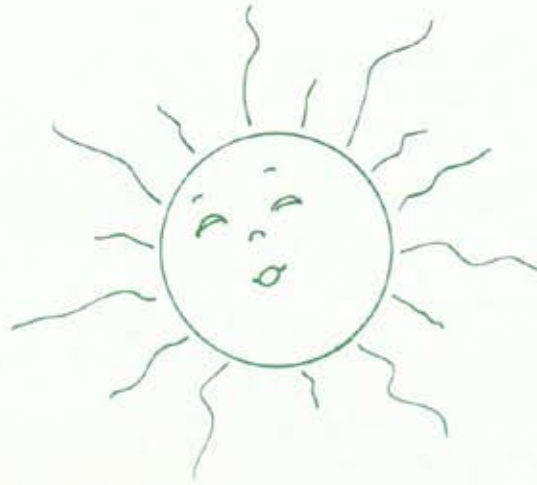
Explore wild places, parks or someone's scenic back yard.

Read good books—protect yourself from violent thoughts; read about good things in the world. These Student Action Guides offer many ideas.

## School-Wide Activities

- Find out the many possibilities for utilizing solar energy for your benefit—solar hot water, solar panels to supply electricity, or a passive solar design for new buildings are just some of the possibilities. Abrams Elementary School in Bessemer, Alabama has a solar building and St. Mary's School in Alexandria, Virginia built a solar addition to their campus. A list of colleges offering courses in solar energy can be obtained from the American Solar Energy Society, 2400 Central Avenue # 1, Boulder, Colorado 80301; 303-443-3130.

- Park School has a "Garbage Class." One event the students of the class held was a "Solarfest."



### **Middle School Solarfest, by Jennifer Greif/Seventh Grade**

As the sun reaches its peak in the sky on Friday, April 12, Solarfest began. Angered by the Middle East crisis and searching for an alternative source of fuel, three Middle School students, Rachel Godfrey, Sara Yamaka, and Jennifer Greif, organized this chance to learn about solar energy. At 4:00 p.m., people began arriving to see a solar panel display, film on solar power, solar information board, and solar powered boat. There was also a sunprint booth, sun mural, food booth, and face painting booth. Half an hour later, speaker Roger Perry, the owner of Perry Energy Services, discussed and answered questions about solar energy. A sing-along started at 5:00 p.m., and 6:00 p.m. ushered in the closing of Solarfest as the sun set.

- Adams Traditional Elementary School in Eugene, Oregon started weighing their food wastes and posting the results on classroom doors. The school population altered their wasteful habits and reduced their wastes by 50%. While garbage collection can be costly, waste reduction can save the school money and reduce the amount of garbage bags used. The money saved can then be allocated for ecological improvements in the school.

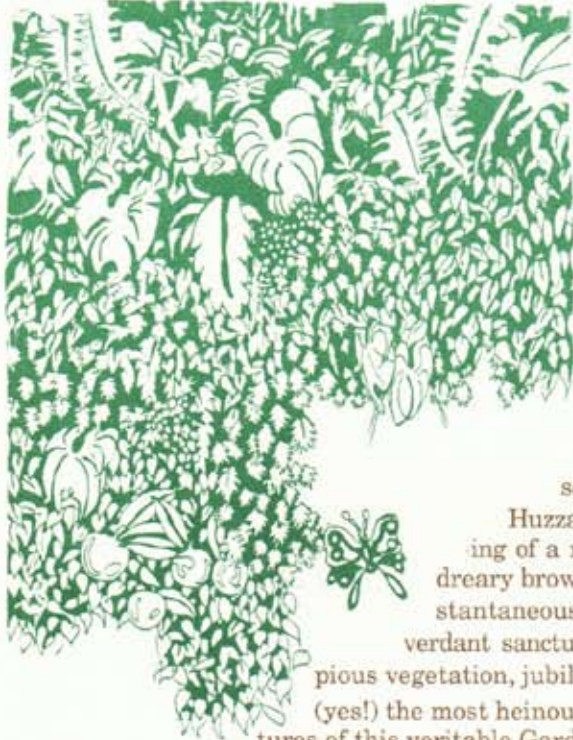
- Send \$1.50 for a six-page "Info-sheet" on children's art supplies to: The Center for Occupational Hazards, 5 Beekham Street, New York, New York 10038; 212-227-6620.

- Laser-printer cartridges can be re-used 3-6 times. Contact American Cartridge Recycling Association, 1717 Bayshore Drive #2434, Miami Florida 33132; 305-539-0701.

- Test your building for radon at a cost of \$20. Call your local Health Department for information.

- This set of *Student Action Guides* which you are reading could not have been prepared without the generous and sustained help of the members of Students United for the Earth. The first draft was prepared by 37 students, many of them from Oakland Mills High School in Columbia, Maryland using 22 computers! Pick a project and GO FOR IT!!!

## Community-Wide Actions



Although I have participated in several extra-curricular activities over the course of my three years at Oakland Mills High School, none has excited me more than our recently-formed S.A.V.E. (Students Against the Violation of the Earth). I strongly feel that our generation is unique in that it is balanced precariously on the verge of enlightenment, having recognized the ecological abuses of past generations, and therefore must take the initiative and rectify these wrongs through every opportunity that presents itself. Therefore, when discussing our prospects for the upcoming year, I was elated to be offered the chance to co-direct S.A.V.E. in beginning an organic garden on school grounds.

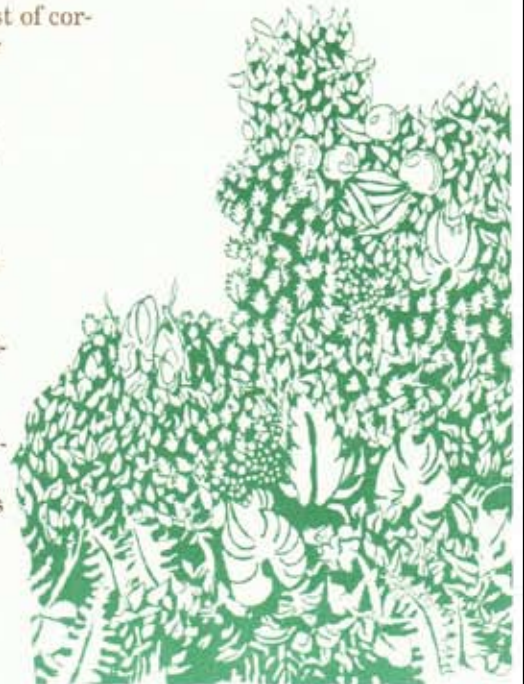
My mind soon became overwhelmed with the incredible scope of possibilities inherent in such a project. A garden?

Huzzah! Lo! A thousand trumpets seemed to proclaim the dawning of a new epoch in the annals of Oakland Mills High School. The dreary brown brick walls of our impassive academic structure were instantaneously transformed within my imagination into the setting for a verdant sanctuary embracing all forms of life. Organisms ranging from copious vegetation, jubilant students, jolly teachers, untamed creatures and even (yes!) the most heinous of insects all frolicking in harmonious exultation in the pastures of this veritable Garden of Eden, taking brief respites from their merriment to amorously exchange oxygen and carbon dioxide. Quickly this Disney utopia spread throughout the lands, as the creatures of our garden gleefully scampered about, liberating the bovines and canines and all species of every nation, each creature uniting to wrestle Mother Nature out from under the concrete crust of corruption that corrodes her surface and establishing peace and order throughout the world(!).

However, after the preliminary raptures of environmental euphoria subsided, my thoughts began to drift towards a more sober brand of contemplation, resolutely setting realistic goals and guidelines for the work ahead of us. Several members of S.A.V.E. and I were able to visit a garden near Baltimore which serves as a summer day camp for inner-city children and allows them to experience the joys of organic gardening. There I learned about planting and soil preparation and was able to formulate some practical foundations for our own project. We have also contacted our school administrators about using school land for the project.

True, we have our limitations, but with ample research and diligent work in pursuit of our goal we hope to set a solid precedent for organic gardening in our community and for other high schools in the area.

—Eric Hatch



## Practicing Democracy

de\*moc\*ra\*cy (di mak' ra se)- (1) government in which the people hold the ruling power either directly or through elected representatives; rule by the ruled. (2) the principle of equality of rights, opportunity and treatment. (3) the common people as the wielders of political power.

There are some major organizations in our country consisting almost entirely of young people. Here are some examples of how students have worked together for change:

***Kids Against Pollution (KAP):*** Grades 5-12. KAP helped the Citizens Clearinghouse for Hazardous Waste with their McToxic campaign which resulted in McDonald's eliminating styrofoam. KAP is not afraid to name polluters or deal with issues on adult terms. They have two major sponsors, IBM and U.S. News and World Report. Contact KAP at: 275 High Street, Closter, New Jersey 07624; 201-768-1332.

***Youth for Environmental Sanity (YES):*** This group is run by and for high school students. Their goal is to educate, inspire and empower students to work for the betterment of the environment. YES is six dedicated students who travel across the country visiting high schools and facilitating environmental workshops. YES may be contacted at: 706 Frederick Street, Santa Cruz, California, 95062; 408-459-9344.

***People Educating Other People for a Long-lasting Environment (P.E.O.P.L.E.):*** Ages 0-200; run by 75 elementary school kids. This group offers advice on methods of reducing pollution in addition to sponsoring an incentive program for schools, companies and institutions. They may be contacted at: P.O. Box 932, Prospect Heights, Illinois 60070.

***Students United for the Earth:*** Maryland and Washington high school ecology clubs make up the foundation of this group whose main goal is to unite Ecology Clubs for increased effectiveness with major projects, promote awareness about Rainforests, work on environmental legislation, sponsor vegetarian dinners, plant organic gardens, help students organize outings and publish a monthly newsletter. They may be reached at: P.O. Box 1319, Clarksville, Maryland 21029.

Much of this information was selected from a highly informative newsletter entitled "Everyone's Backyard." Its focus is toxics. A yearly subscription costs \$15 (student rate) for six issues. To order, contact: Citizen's Clearinghouse for Hazardous Waste, P.O. Box 6806, Falls Church, Virginia 22040; 703-237-CCHW.



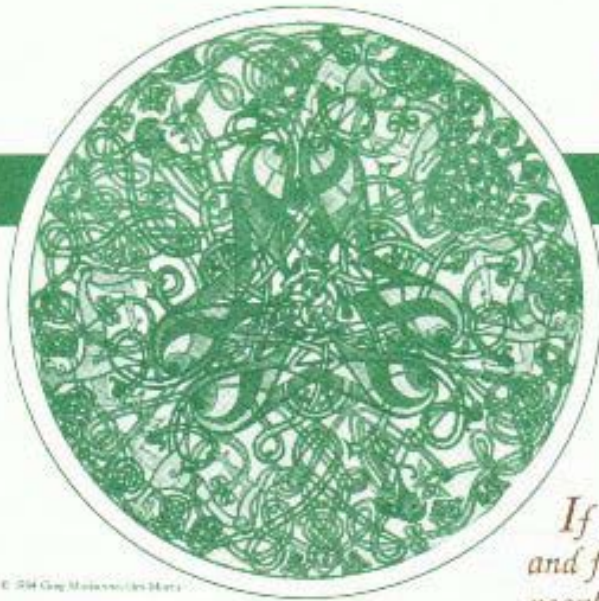
## Global Impact

The **United Nations** has an environmental program which deals with environmental issues around the world. You can be placed on their mailing list for free by contacting: UNEP Room DC2-0803, United Nations, New York 10017; 212-963-8093. There is a special program for students called Young Action for the Future. They have duplicable environmental projects and most of their literature is also available in Spanish and French. Contact Dulce DeMontenac, Room DC1590, UN, NYC 10017; 212-963-4931. Each Spring there is a UNEP Youth Environment Forum for young activists around the world. In 1990 over 4,000 kids attended. They gather, not to hear empty promises by adults but to share stories of what they have actually accomplished to bring a bit more environmental justice to our world.

Sixth-grader Clinton Hill convinced his friends to work together to save the Earth. They formed **Kids for Saving Earth** in Minnesota, PO Box 47247, Plymouth, Minnesota 55447; 612-525-0002. When Clinton died of cancer at the age of eleven, his parents wrote the "Kids for Saving Earth Promise" which has been translated into six languages. A 1,000-member youth chorus and orchestra in Minneapolis brought The Promise to life via a satellite hookup with the UN. Millions saw it on superstation WWOR-TV and on UNTV. The group presented a 300-POUND book (the weight of two teachers) with a million signatures from students promising to save the Earth. The students at the forum added their names to it before the book was delivered to Mexico for the World Environment Day ceremony on June 5, 1990.

### **Kids for Saving Earth Promise**

The Earth is my home.  
I promise to keep it  
healthy and beautiful.  
I will love the land, the air,  
the water and all living creatures.  
I will be a defender of my planet.  
United with friends,  
I will save the Earth.



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## Ambassadors

### The Spirit of the Problem

### Share the Earth

*If the earth were only a few feet in diameter and floating a few feet above a field somewhere, people would come from everywhere to marvel at it, people would walk all around it marveling at its big pools of water its little pools and the water flowing between the pools. People would marvel at the bumps on it, and the holes in it, and they would marvel at the very thin layer of gas surrounding it and the water suspended in the gas.*

*The people would marvel at all the creatures walking around the surface of the ball and at the creatures in the water. The people would declare it as sacred because it was the only one of its kind, and they would protect it so that it would not be hurt. The ball would be the greatest wonder known, and the people would come to pray to it, to be healed by it, to gain knowledge of beauty and to wonder how it could be.*

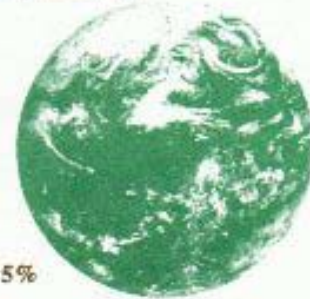
*People would love it, would defend it with their lives, because they would somehow know that their lives, their own roundness could be nothing without it. If the Earth were only a few feet in diameter.*

—author unknown

## Did You Know?

### WHAT'S GOIN' DOWN ON PLANET EARTH

...The youth of the world are going to be alive long enough to experience the consequences or the benefits of what is happening to the environment today. Our generation has the most to lose or the most to gain from human kind's response to the environmental challenge...



#### DEFORESTATION

Percentage of trees that existed on the planet that have since been cut: **50%**  
Percentage of America's original "Old Growth" forests that remain: **Less Than 5%**  
Home to over half the world's species: **The Tropical Rainforests**  
Current rate of rainforest destruction: **The Size Of One Football Field Per Second**  
Growth rate of the world's deserts due to deforestation: **100,000 Square Miles Every Year**

*Forests stabilize the global climate, protect soil from erosion, affect rainfall, and keep our earth healthy.*

#### GLOBAL WARMING (THE GREENHOUSE EFFECT)

The six hottest years in recorded global history all took place in: **The 1980's**  
Main scientific reasons for increase in global temperatures: **Deforestation & Air Pollution (CO<sub>2</sub>, Etc.)**  
Percentage of carbon dioxide (CO<sub>2</sub>) in atmosphere in 1990 as compared with 1940: **25% Higher**  
Predicted percentage of carbon dioxide in atmosphere in 15 years: **Double What It Is Now**

*Scientists predict that if global warming is not stopped, rainfall would decline in some areas, leading to droughts, crop failures, and food shortages. Elsewhere, rainfall would increase, causing flooding and erosion. And sea levels will rise, causing flooding of coastal areas. Human survival is threatened by Global Warming.*

#### OZONE LAYER DEPLETION

Size of the hole in the ozone layer located over the Antarctic: **The Size Of The United States**  
Number of additional skin cancer cases in the US expected in the coming year due to ozone loss: **250,000**  
Main causes of ozone layer destruction: **Chlorofluorocarbons(CFC's), Halons, Etc.**

*As more ultraviolet radiation penetrates the atmosphere, it will weaken the human immune system and cause skin cancer. The phytoplankton in the oceans, which supply 70% of the world's oxygen, could also be destroyed.*

#### AIR, WATER, & SOIL

Amount of toxic waste legally expelled by US industry into our air, water, and soil in 1988: **22 Billion Pounds**  
Number of Americans who risk lung damage from breathing polluted air: **3 out of 5**  
Amount of U.S. topsoil lost to date (Note: topsoil is needed to grow food): **75%**

*Today, the very air we breathe is polluted. The water we drink can't be trusted, and our food is grown in pesticide contaminated soil. Things will only continue to get worse unless we make some big changes!*

#### VANISHING WILDLIFE

Number of animal species lost every day: **Up To 3**  
Predicted number of animal species extinctions ten years from now: **3 Per Hour**

*With loss of habitat, extinctions are accelerating worldwide. This must be stopped or we will lose crucial pieces of the fabric that holds ecosystems together.*

#### GARBAGE (Note: A Landfill is a Garbage Dump)

Amount of garbage produced every day in the US: **Enough To Fill The New Orleans Superdome Twice**  
Amount of pollution & toxic leaching produced by a landfill receiving 1000 tons/day of waste: **22,000 Pounds**  
After a landfill closes, it is estimated that emissions could remain constant for as long as: **30 Years**

*We are running out of room. In the last five years we have closed 1/3 of our landfills. Within the next five years we must close another 1/3. We are beginning to burn the garbage; this creates horrible air pollution and is not an acceptable solution.*

#### WASTED MONEY

Annual world military budget: **\$900 Billion**  
Annual budget necessary to reverse the world's most pressing environmental crises: **\$149 Billion**

## Self-Education

### Right to Know

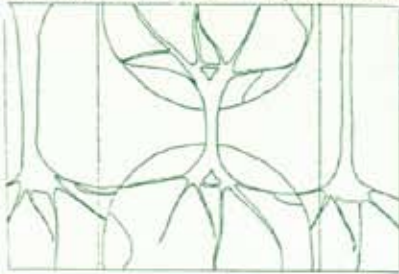
After methyl isocyanate escaped from a Union Carbide factory in Bhopal, India and killed 2,500 people while seriously injuring tens of thousands more (1984), the U.S. Congress passed the Emergency Planning and Right-to-Know Act, guaranteeing us the right to know about the amounts, location and potential health effects of poisonous chemicals in our communities. Three relevant resources are:

- 1) Local health departments should have lists of poisonous chemicals on file for the industries in your community. Call them.
- 2) The EPA Community Right to Know hotline number is 800-532-0202. Call between 8:30 AM - 7:30 PM EST. They will send you fact sheets.
- 3) Working Group on Community Right-To-Know, 215 Pennsylvania Ave. SE, Washington DC 20003 offers a monthly newsletter on toxins for \$15.00. Send a self-addressed stamped envelope to get an introductory packet.



### Audubon

The National Audubon Society has a marvelous set of fact sheets costing about \$7.00 called "Toolkit 1991." Here are some of the tools: Letter-writing, Education and Outreach, Meeting with Elected Officials, Fundraising, International Wetlands Project, Audubon in the Americas, International Speaker List, Coalitions. It is available from Audubon, 801 Pennsylvania Avenue SE, Washington, DC 20003.



### Think for Yourself

Be suspicious. Find out why certain people are saying certain things. Find out who is paying for ads, programs, publications, studies, public relations work. What is their motive?

Read *The Dream of the Earth* by Thomas Berry. Here is one passage:

"We can break mountains apart; we can drain the rivers and flood the valleys. We can turn the most luxuriant forests into throwaway paper products. We can tear apart the great grass cover of the western plains and pour toxic chemicals into the soil and pesticides onto the fields until the soil is dead and blows away in the wind. We can pollute the air with acids, the rivers with sewage, the seas with oil—all this in a kind of intoxication with our power for devastation at an order of magnitude beyond all reckoning. We can invent computers capable of processing ten million calculations per second. And why? To increase the volume and the speed with which we move natural resources through the consumer economy to the junk pile or the waste heap. Our managerial skills are measured by the competence manifested in accelerating this process. If in these activities the topography of the planet is

damaged, if the environment is made inhospitable for a multitude of living species, then so be it. We are, supposedly, creating a technological wonderworld.

It is not easy to know how to respond to this attitude; its consequences are so overwhelming. We must, however, reflect on what is happening. It is an urgent matter, especially for those of us who still live in a meaningful, even a numinous (spiritual), Earth community. We have not yet spoken, nor even have we seen clearly what is happening. The issue goes far beyond economics, or commerce, or politics, or an evening of pleasures as we look out over a scenic view. Something is happening beyond all of this. We are losing splendid and intimate modes of divine presence. We are, perhaps, losing ourselves."

—Available from: Credence Cassettes,  
1-800-333-7373; 247 pp, pb, \$9.95

## Individual Actions

### **WHO SAYS YOU CAN'T CHANGE THE WORLD!**

#### **SHOP SMART**

Number of bags we'd save if 25% of Americans used 10 fewer plastic bags a month: **Over 2.5 Billion A Year**

The 4 biggest tuna companies in the US stopped killing millions of dolphins when faced with massive boycotts.

Amount of every dollar we spend at the grocery store that pays for packaging: **10 Cents**

Percentage of phosphates in our lakes and streams that come from detergents: **Over 50%**

**ACTIONS:** Consider the environmental impact of everything you buy. We have a lot of power as consumers. Pass the following tips on to your family's shopper...

- Refuse to use ozone destroying styrofoam, and forest destroying paper plates and cups.
- Buy things in re-usable, recyclable, and biodegradable containers / Buy things in bulk.
- Boycott companies and products that contribute to environmental destruction.
- Buy non-toxic biodegradable soaps and detergents.
- Buy organic (pesticide free) food.
- Consider eating less meat (see SAVING THE PLANET \*\* ONE BITE AT A TIME).
- Follow the 3 R's - Reduce, Re-Use, and Recycle

#### **USE ENERGY & WATER WISELY**

Percentage of world's population living in industrialized nations: **20%**

Percentage of world's resources used by industrialized nations: **80%**

Amount of gasoline saved if each commuter carried just one more person: **600,000 Gallons**

Percentage of energy use (and costs) reduced by using "low-flow" shower heads: **50% Or More**

**ACTIONS:** •Reduce Greenhouse gases by driving a fuel efficient car and keeping it tuned up.

- Conserve gas by walking, bicycling, and carpooling whenever possible.
- Turn off lights and water when not in use.
- Install a "low-flow" shower head.

#### **RECYCLING**

Number of trees spared if Americans recycled just 1/10th of their newspapers: **25 Million Per Year**

Energy saved by recycling one glass bottle: **Enough To Light A 100 Watt Light Bulb For 4 Hours.**

Percentage of related air pollution reduced by recycling aluminum: **95%**

Amount of aluminum U.S. throws out in 3 months: **Enough To Rebuild The Entire Commercial Airfleet**

**ACTIONS:** •Keep bags or bins in your home for newspaper, office paper, cardboard, glass, aluminum, and tin.

- Start a recycling program at your work or school.
- Buy things that are made from recycled products.

#### **GET ACTIVE**

If only **100,000** people plant a tree this year, the trees will still be absorbing over a **million** pounds of CO<sub>2</sub> annually in the year 2010.

Burger King stopped importing rainforest beef after a successful boycott by concerned customers.

**ACTIONS:** •Join an existing environmental group or start one.

- Organize or take part in any projects or demonstrations in your area ( i.e. tree planting and rallies).

#### **SPEAK OUT & WRITE LETTERS**

Number of people, government officials say, are represented by one individually written letter: **10,000 People**

**ACTIONS:** •Talk with your friends and family about your concerns and hopes for the future of life on Earth.

- Write to the President or a member of Congress about issues that are important to you.

#### **THINK POSITIVELY**

Amount of money needed to reverse the world's most pressing environmental problems (according to The World Watch Institute): **1/6 Of Current World Military Spending**

Number of environmental organizations already in existence: **Thousands, And More Are Being Started**

Types of alternative energy sources which are safe and non-polluting: **Solar, Wind, Hydrogen, And Water**

Percentage of timber consumption the U.S. would have to reduce to stop importing tropical hardwoods: **2%**

**ACTIONS:** •Think often about what kind of a world you would like to live in. We have to know what we want before we can create it.

## School-Wide Activities

Discuss with your principal the possibility of adding the United Nations Organization's World Pledge to the morning exercises in your school:

I pledge allegiance to the world  
To cherish every living thing,  
To care for Earth and sea and air  
With peace and freedom everywhere!

### *Get Ready for Action*

Put together a letter-writing kit so that your school will be ready to respond when problems are discovered. Ask your Social Studies teachers to help you get names and addresses of elected officials. Get the National Environmental Scorecard for \$5.00. It describes our Congresspeoples' voting records when EVERYBODY claims to be an environmentalist. Let their records speak for them. Learn who is really an environmentalist. Contact the League of Conservation Voters, 1150 Connecticut Ave. NW#201, Washington DC 20036; 202-785-VOTE. Vote for the good guys when you turn 18.



## *Household Hazardous Waste Project*

*Tracey Adams*

Preserving the environment is important to our survival. My Chemistry teacher during my Junior year of high school originally encouraged me to initiate a project to help the environment. We decided that Household Hazardous Wastes would be an important and interesting topic.

The first step of my project was to educate myself. I wrote away to various environmental agencies, chemical companies, and other sources asking for information. After reading the information, I compiled it into a report that included the dangers of Household Hazardous Wastes, specific chemicals and brand names of products that were hazardous, proper disposal methods and alternatives to using harmful products.

Once I knew this, I wanted others to know as well. I began writing newspaper articles for the local paper. I made a display case in the school lobby that told about the topic and showed examples. I sent information to science teachers at local schools, asking them to pass the information on to their students.

My town of Hopkinton was joining with two neighboring towns to hold a Household Hazardous Waste collection day. With funds from the three towns, we hired a company to collect our dangerous

wastes and dispose of them properly. I volunteered to help with the project, working mostly on publicity. Trying to incorporate other students at the schools, I contacted science teachers and asked them to offer extra credit to students bringing in Hazardous Wastes. I also helped on the day of the collection by helping people fill out forms detailing what they were bringing in. The collection was a great success. At one point, there was a line of cars a mile long waiting for the collection. Unfortunately, the funds ran out before everyone's wastes were collected and people had to be turned away. Hopefully, fund raising attempts in the future will cover new collections.

I entered my project in an EPA contest entitled The President's Environmental Youth Awards. My project won for the New England Region and I was able to travel to Washington with my Chemistry teacher, Valorie Letchanski, to receive a plaque from President Bush. The EPA region from New England uses information from my report to answer questions people have about Household Hazardous Wastes.

While this was all very exciting, it gives me an even greater feeling of satisfaction knowing that I made the world a better place.

## Community-Wide Action

### Bioregional Festival—Coming Home

A bioregion is the land in an area which has its own related characteristics. Political boundaries (towns, counties, states) have no meaning in ecosystems and bioregions. The features of the land and water are what determine the general outline of bioregions—river basins, lakes, bays, valleys, mountain ranges, deserts, prairies, hills. The contours, soils, vegetation, life-communities, etc. mark a bioregion. There are no clear-cut lines. A bioregion is a mosaic of cooperating life communities—human homes, ant hills, bee hives, schools of fish, herds of deer, flocks of birds, forests of pine, patches of purple loosestrife, etc. all blending together to give a particular area its loveliness.

A bioregion is like a puzzle—it must all fit together harmoniously for the survival and integrity of the whole. We must learn how cooperation amongst all the species can be maximized in sharing our natural resources. By planning a community-wide Bioregional Festival, your school can help the whole area increase its awareness of its eco-systems.

Have the Festival in the most beautiful place possible. Be sure to have a rain date. Find local people who can display or demonstrate the answers to these kinds of questions:

Where does our drinking water come from?

Where does the water in the toilet go when we flush? If it goes to a sewage treatment plant, where does the plant get rid of the treated water?

What happens in a storm?

Where does our garbage go? Is it possible to have a tour?

Who is using solar energy? How?

Who is composting? How?

Who is earning a living from the land without destroying it? \*

For what crafts and industries does this region supply raw materials?

Who's protecting the woods and the waterways?

Is there a Native American Indian tribe active in the area?

What foods can we forage here?

Who is recycling and where can recyclables be taken?

Where can we buy recycled paper products and non-toxic cleaners?

What soil series are we standing on?

What did this land look like 15,000 years ago? 1,000? 100?

Is there any ground water contamination in this bioregion and how did it happen?

Who is farming organically?

What crops grow here?

Are there endangered plant or animal species in this bioregion?

Who can tell us five resident birds and five migratory birds that stop here to rest, five wild grasses, five native trees, five mammals (not pets), five butterflies, five reptiles, and five amphibians which share our home?

Who are the local artists, potters, poets, musicians, storytellers?

What local groups are helping other people at a grassroots level?

What groups are working to protect this environment?

**How can this bioregion be maintained and sustained  
for the next 100 years?**

## Practicing Democracy



A group of minority people in the Southwestern part of the USA is making a difference in the environment of that region while bringing to light some of the flaws in the traditionally white, middle class environmental movement.

The May/June 1991 issue of "Buzzworm" had an interview with Richard Moore. Moore's group, the South West Organizing Project (SWOP), perceives environmental issues as racial as well as social. "People of color have always been concerned with the environment," he said. "For generations we've had to suffer the consequences from the industries that made other people rich. Today, we say enough of that. Where our people live and work, the healthfulness of their environment, is as important as the salary scale of their jobs."

Moore went on to say, "We emphasize people rather than wildlife . . . we view the environment primarily as an arena for social justice. Grant us decent work and living conditions, and we'll pour our energies into the fate of animals and plants."

By organizing people in some of the poorer communities, the South West Organizing Project is bringing more effective pressure on the area's four major sources of pollution: military, agricul-

ture, industry and municipalities from San Francisco, California to San Antonio, Texas.

Students in New Mexico have raised their own funds in order to participate in these efforts to secure safe jobs, individual rights and a clean environment for people of color. They sell coloring books which are written by them and a sister youth organization in Nicaragua.

In April 1990, SWOP sponsored the first People of Color Regional Activist Dialogue for Environmental Justice to let people know that environmental issues are also social and racial issues against which minorities have struggled for centuries. People from eight southwestern states attended.

SWOP has created an environmental Bill of Rights for minority communities that includes "the right to say NO to industries that we feel will be polluters and disrupt our lifestyles and traditions."

Moore says of his Chicano colleagues and himself, "We are a proud people. We are an industrious people. We will not compromise our rights as human beings. We will not permit our land to be polluted so they (power brokers) can make a profit."

For further information on minorities and the environment contact: South West Organizing Project/211 10th street SW/Albuquerque, New Mexico 87102/505-247-8832



## Global Impact

### Earth Covenant: A Citizens' Treaty for Common Ecological Security\*

#### Preamble

WE, THE PEOPLES OF THE EARTH, rejoice in the beauty and wonder of the lands, skies, waters, and life in all its diversity. Earth is our home. We share it with all other living beings.

Yet we are rendering the Earth uninhabitable for the human community and for many species of life. Lands are becoming barren, skies fouled, waters poisoned. The cry of people whose land, livelihood and health are being destroyed is heard around the world. The Earth itself is calling us to awaken.

Our common future depends upon a reexamination of our most basic assumptions about humankind's relationship to the Earth. We must develop common principles and systems to shape this future in harmony with the Earth.

Governments alone cannot secure the environment. As citizens of the world, we accept responsibility in our personal, occupational and community lives, to protect the integrity of the Earth.

#### Principles and Commitments

IN COVENANT WITH EACH OTHER and on behalf of the whole Earth community, we commit ourselves to the following principles and actions:

**Relationship with the Earth:** All Life is sacred. Each human being is a unique and integral part of the Earth's community of life and has a special responsibility to care for life in all its diverse forms.

Therefore, I will act and live in a way that preserves the natural life processes of the Earth and respects all species and their habitats. I will work to prevent ecological degradation.

**Relationship with Each Other:** Each human being has the right to a healthful environment and to access to the fruits of the Earth. Each also has a continual duty to work for the realization of these rights for present and future generations.

Therefore—concerned that every person have food, shelter, pure air, clean drinking water, education, employment, and all that is necessary to enjoy the full measure of human rights—I will work energetically for more equitable access to the Earth's resources.

**Relationship Between Economic and Ecological Security:** Since human life is rooted in the natural processes of the Earth, economic development, to be sustainable, must preserve the life-support systems of the Earth.

Therefore, I will use environmentally benign technologies and promote their availability to people in all parts of the Earth. When doubtful about the consequences of economic goals and technologies on the environment, I will allow an extra margin of protection for nature.

**Governance and Ecological Security:** The protection and enhancement of life on Earth demand adequate legislative, administrative and judicial systems at appropriate local, national, bioregional, and international levels. In order to be effective, these systems must be empowering, participatory, and based on openness of information.

Therefore, I will work for the enactment and enforcement of laws that protect the environment and I will promote their observance through educational, political and legal action. I shall work to advance policies of prevention rather than only reacting to ecological and social harm.

Declaring my partnership with others and with my Earth planet I give my word of honor to be faithful to the above commitments.

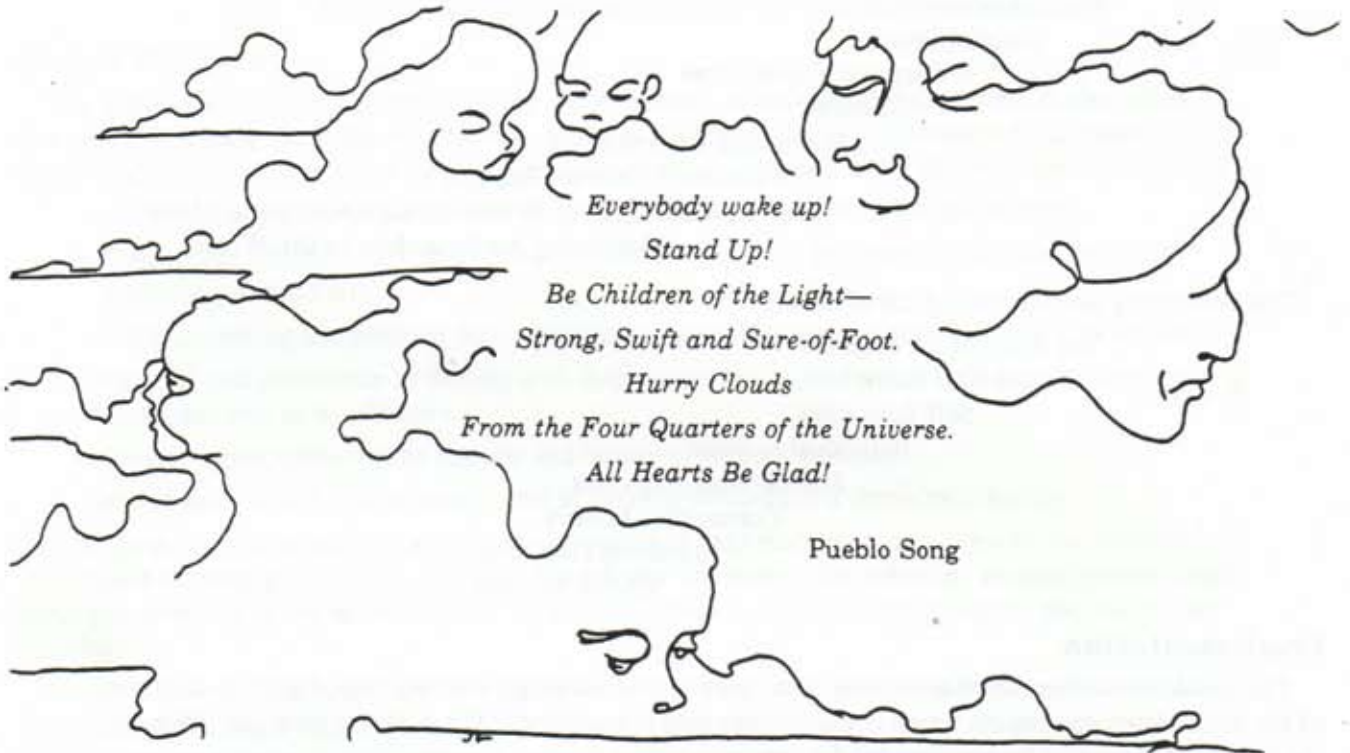
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(Signature)

\*This document was developed through a process involving over 200 organizations and individuals in about 50 countries. If you would like your signature to be presented with a million others at the UN Conference on the Environment in Brazil in June 1992, copy this page and mail it to: Global Education Associates, 475 Riverside Drive, Suit 456, New York, N.Y. 10115; 212-870-3290.

## Ecology: Student Action Guides A Program for Developing Global Citizenship

### —Teacher's Guide—



#### ***Students care!***

Students care a great deal about the Earth but don't always know what to do. Here is a set of action-oriented *Guides* for high school and junior high students to assist them in recognizing and coping with environmental issues.

The *Guides* are a focused, cumulative and participatory set of experiences, stories, ideas and resources. They are arranged around a series of projects that are designed to be used by students and teachers. Portions of the *Guides* are written by students who have actually participated in the projects. The *Guides* are intended to:

- guide students as they learn to be *independent thinkers*.
- prepare students to *live more gently* on the Earth as individuals.
- show students *how to act as a group* on behalf of the environment.
- help young people *increase their respect* for the Earth and all creatures.

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- facilitate *brainstorming and thinking*.
- *internalize concepts* relevant to new environmental demands.
- develop various levels of understanding needed to *move young people to action*.

In using these *Guides* students and teachers will explore the following topics:

Rainforests

Animal Issues

Wilderness Experiences

Gardens

Waste and Recycling

Personal Lifestyle Changes

Making Your School an Environmental Model

Becoming Ambassadors to the World

The connecting threads through all of the projects are:

The Spirit of the Problem

Did You Know?

Self-Education

Individual Actions

School-Wide Activities

Community Actions

Practicing Democracy

Global Impact

### **Implementation**

The *Guides* have been developed to be used one a month, although students may choose to do some of the more elaborate projects which could overlap with new subjects. The eight projects that make up the *Student Actions Guides* are intended for use by:

- *Teachers* who wish to supplement the curriculum with current issues.
- *Administrators* who wish to enrich the ecological perspective in their school district.
- *Ecology Club\* members* and their *faculty advisors*.

The *Guides* are designed to spark the imagination of students with activity suggestions which involve as many people as possible. The projects are meant to be flexible and not "cookbook" style. Examples of project ideas which are mentioned in the *Guides*, and the peripheral/scholastic groups which may be involved, are:

Letter Writing—Social Studies Department  
Environmental Career Days—Guidance Department  
Adopt a Wild Place—Biology Department  
Eliminating Styrofoam—Chemistry Department  
Vegetarian Dinner—Home Economics Department

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\* Members of an Ecology Club usually meet one hour a week to explore ways to interact on projects and reach out to involve other groups. The Club acts as a steering committee for the school and is the main force behind environmental activities. A wonderful booklet telling how to organize a School Social Action Group can be purchased for \$3.95 from Youth for Environmental Sanity (YES), 706 Frederick St., Santa Cruz, CA 95062; (408) 459-9344. A free publication "Starting a Student Environmental Action Group" can be obtained from Friends of the Earth, 21B D St. SE, Washington, DC 20003; (202) 544-2600.

Environmental Book Discussion Groups—English Department  
Animal Awareness Issues—4H Clubs and Humane Societies  
Outing of the Month Club—Scouts  
Tree Planting in Cities—Athletic Teams  
Working for Legislation on Environmental Issues—Debate Society  
Organic Vegetable Gardens—Parents and Grandparents

### ***Global Citizens***

The main objective of the series is to help guide students to become global citizens. It also offers a new way of thinking about the environment. Many of the stories about environmental successes are written by students, for students and about students. Students and teachers using this program will develop:

- Understanding of how individual actions affect different spheres of the environment.
- Cooperative actions within and outside of school which will increase appreciation for and protection of the Earth.
- Critical thinking and problem-solving skills in areas which are not generally found in textbooks.
- Patience and persistence in dealing with major problems as students reevaluate their approach and learn how to be effective.
- Greater appreciation for the majesty and beauty of wilderness areas.
- Social skills which enable participants to become involved in a democratic society.

This program will appeal to the teacher who wants to help students form a view of the environment and choose realistic goals in preserving it. The teacher will supply the cohesion, encouragement, continuity and direction as the students work toward their goals, while the students supply the energy and the ideas.

Today's students will be tomorrow's adults working to make changes which will benefit their communities and the entire Earth. They deserve support and morale-boosting. There are no tidy answers on how to develop a sense of environmental concern in students, but students do respond to what they are seeing, learning and feeling. This program works to instill an underlying motivation of HOPE. These *Guides* are a tool kit for the teacher to keep the students' hope alive, empower them with tools to build their self-confidence and improve their ability to think for themselves while working as teammates. These *Guides* will also help the teacher to become the coach and advocate that these students will need.

### **Student Action Guides—Teacher's Outline**

These *Student Action Guides* are for young people in any environment—schools, ecology clubs, church youth groups, scouts, 4-H clubs, etc. They can be used as a supplement to a regular classroom subject or as a complete introduction to environmental action at a grassroots level.

#### ***Rainforests***

**The Spirit of the Problem:** Discuss the exploitation of natural resources including struggles of rich and poor peoples over land. Discuss the meaning of "progress." Assign the reading of *The Burning Season* to a few students so they can lead a further discussion about Rainforests.

**Did You Know?** Develop math problems based on these statistics (ex.: How many acres of Rainforest disappear every year?) Encourage students to imagine ways they can help save Rainforests. Discuss the people and culture as well as the environment.

**Self-Education:** Assign individual students the task of contacting the groups listed. Have them share the information in class. Give them credit for organizing an activity as a result of what they are learning. Invite a speaker into your class who has been to a Rainforest.

**Individual Actions:** Students do a survey to find out what local stores carry Rainforest Crunch Ice Cream or candy, books on Rainforests or other products from Rainforest cultures. Publicize this information.

**School-Wide Activities:** Send away for one case of Rainforest Crunch (12 boxes). See how good it tastes and how it sells in your school. Read the literature and decide whether to sell this as a fund-raiser.

**Community-Wide Actions:** Put together a Rainforest Kit. Help your students make arrangements to go into lower school grades. Some of your fundraising money could go toward this project. One school raised \$125 by simply setting up a table at lunch and asking for donations to save Rainforests. That is enough money to put together a kit.

**Practicing Democracy:** Find out whether your county has a tropical timber ban bill. Call Howard County, Maryland for theirs at 410-313-2001. Work for this in your county. Have students prepare testimonies based on facts they have gathered.

**Global Impact:** There is a group called The Alliance of the Peoples of the Forest which works directly with the Rainforest people. This group could benefit from contributions sent to: Amanaka's Amazon Network, P.O. Box 1419, New York, New York 10009-8903; 212-673-4126. There is no middle-man when donations go here.

### ***Wilderness Experiences***

**The Spirit of the Problem:** Encourage discussion of Native American beliefs and the environment. Invite an Indian or someone well-versed in Native American traditions and spirituality to speak with your students.

**Did You Know?** Locate, copy and discuss the "New York Times" article listed. Serious students can read Dr. Lovelock's *Gaia: A New Look At Life On Earth*. Ask students: "How do you know the Earth is alive?"

**Self-Education:** Hold this class outside. Challenge each student to learn something new about the Earth and the living beings which share it with us.

**Individual Actions:** Discuss the solace you and your students have found in Nature. Ask each student to find a tree, a shrub, an anthill or a special area near their home through which they can appreciate the awesomeness of Nature.

**School-Wide Activities:** Help your students plan a Saturday hike to a beautiful place and invite other interested students to join you.

**Community-Wide Actions:** Students look around their community and discover whether any particular undeveloped piece of land is in jeopardy. Have them visit the Planning Board for help. Encourage them to design a plan to save the land and start working on that immediately. Remind students that this is a long and difficult task so they don't get discouraged.

**Practicing Democracy:** Students track down information about a national wilderness issue which touches their hearts. Some groups working on U.S. Ancient Forests are mentioned in the *Rainforest Student Action Guide*. Coach them in planning a lobbying campaign (letters, phone calls, visits) to help save *our* forests and their inhabitants.

**Global Impact:** Discuss the passage. Students bring in objects from native or tribal peoples anywhere in the world. Share ideas on how these cultures knew (or know) how to care for the Earth. In what ways can we learn from them specifically? Current Indian issues are described in *In the Spirit of Crazy Horse* by Peter Matthiessen.

### **Animal Issues**

**The Spirit of the Problem:** Discuss causes of extinction and ways in which people use animals unfairly. Why don't we experiment on, butcher, skin and eat pets? Is a pet intrinsically "better" than a wild animal or farm animal?

**Did You Know?** Compare our culture's treatment of animals with Native American usage of animals (if they took an animal's life, they used everything possible). Discover which students know interesting facts about animals and let them share them.

**Self-Education:** Students send away for information to share with their classmates. Assign a creative writing project similar to Melissa's story.

**Individual Actions:** Have each student plan a day with no meat. Then have them all describe what they ate. If something is super delicious, have them bring a recipe.

**School-Wide Activities:** Find a few adults to help students put on a vegetarian dinner. They can make mountains of vegetarian spaghetti or chili and everybody can eat the same meal or you can have a pot-luck like Elisha's school did. If you have another school nearby, invite their ecology club or science class to help. The students really do enjoy getting to know each other.

**Community-Wide Actions:** Have students go to local businesses and encourage merchants to stock items whose manufacturers do not rely on animal testing. Be sure students tell all their friends about stores which agree to do this!

**Practicing Democracy:** Write letters! Bring stationary (recycled), pens and stamps. Assign one or two students to study an issue and present it to the class before the letters are written. Allow about 45 minutes for a comprehensive discussion of the issue and actual letter-writing. Shy students might prefer to write in pairs.

**Global Impact:** Do a Council of All Beings. The guidelines for this activity are only 20 pages long in *Thinking Like a Mountain*. Have a few students read these pages and plan the event. A follow-up activity could be to write about the experience.

### **Gardens**

**The Spirit of the Problem:** Find out which students have gardens and let them describe what they mean to them, what they grow, what they compost, etc. Draw out the appreciation of the wonders of life evidenced in a garden and the joy of picking and eating fresh produce. If the season is right, have them bring samples to school.

**Did You Know?** Help students visualize these statistics by having them hold a one-gram weight and in some way construct a 39" cube. Discuss personal use of pesticides in students' homes and gardens (cockroach spray, wasp spray, Japanese Beetle poison, etc.). Keep a record of these uses as a class. Does the school use any pesticides?

**Self-Education:** Use the record of pesticide uses above to encourage students to do research on safe alternatives. Have them write to the groups listed for literature, study what they receive and share it with their classmates.

**Individual Actions:** (Fall/Winter) Find out where you can buy organic food. Start making compost.  
(Spring/Summer) Start a garden somewhere!

**School-Wide Activities:** The National Toxics Campaign is working on making foods served in school cafeterias safe (no detectable pesticide residues). Contact them at 1168 Commonwealth Ave., Boston, Mass. 02134; 617-232-0327.

**Community-Wide Actions:** Once your students are garden experts, export them, their knowledge and their enthusiasm to elementary schools, senior citizens, poor neighborhoods, etc. and let them help others start up gardens and compost piles. Read *Worms Eat My Garbage*, by Mary Appelhof. You can compost indoors if your school has no land.

**Practicing Democracy:** Take the ideas presented on this page and try to get them worked into policy—at your school board, in your town, county or state. Have students research current laws and discover what needs to be improved. Lobby for that.

**Global Impact:** Find out the status of The Circle of Poison Prevention Act (S898 and HR2083). Write/phone/visit your representatives and senators encouraging them to vote for this bill which prohibits the export of pesticides which are banned in the U.S. to Third World countries. How was this situation allowed to develop in the first place?

### ***Waste and Recycling***

**The Spirit of the Problem:** Discuss some new technologies which are gentle for the environment. Ask students to tally their families' garbage for one month, then multiply to learn long-term production of each family's waste.

**Did You Know?** Students count the number of plastic products in their homes. How many could have been made of a natural, biodegradable substance? How many could they live without all together? Discuss the difference between "need" and "want."

**Self-Education:** Which students have already purchased products made from recycled goods? Have them tell the class about them. Where can additional recycled products be purchased in your neighborhood? Buying these items completes the cycle.

**Individual Actions:** Ask everybody to save the packaging from their snacks and fast-food meals for one week. Challenge students to avoid products with poor packaging. Talk about boycotting products which violate their deeper value systems.

**School-Wide Activities:** If your school is still using disposables at lunch, find out how to implement a less wasteful program. Can you use real dishes, utensils and cups in your school? The Tredyffrin-Eastown school district did this. Call 215-644-6600 to learn about their effort. Students should know this will take time and perseverance.

**Community-Wide Actions:** Students work to promote a Household Hazardous Waste Collection Day and help with community-wide education to make it successful. The list of products which should never go to a landfill or incinerator includes: batteries (large and small), pesticides, toxic household cleaners (oven cleaner, lye, rust remover, etc.), paint thinners, oil and enamel paints, spot remover, weed killers, photographic chemicals, etc. Students can help their parents keep such items out of the garbage.

**Practicing Democracy:** Lobby for increased recycling efforts on the part of your local government. Additional products and greater participation are always possible.

**Global Impact:** If styrofoam is still used in your school, work to eliminate it. Styrene is a mutagen and can cause workers to have deformed children, miscarriages and develop cancer. You can read about styrofoam, chlorofluorocarbons and the ozone layer in your newspapers. Find alternatives. If your school has already banned styrofoam, students can approach local businesses to do the same. Newark, New Jersey has an ordinance banning styrofoam *and* polyvinyl chloride (made from carcinogenic vinyl chloride) from public institutions and businesses within the city! People acting locally can help diminish global catastrophe. We all need to work hard at this.

### ***Personal Lifestyle Changes***

**The Spirit of the Problem:** Discuss overpopulation in terms of bringing a child into the world and current environmental problems. What would it take to raise a young child to be aware of her or his role in building a better world?

**Did You Know?** Students list every ingredient in the products they put on themselves daily and calculate how many doses of each ingredient they will have in a lifetime. Discuss why so many poisonous chemicals are in the products we use every day.

**Individual Actions:** Challenge your students to be able to make one personal lifestyle change based on what they have learned thusfar and to tell the class what they are changing and why. These can be written down, exchanged and read aloud.

**School-Wide Activities:** If your school is in the city, see if you have enough space to plant some trees. Don't forget to water them during dry spells the first year. If your school is in the country, see how much grass could be left alone to grow long. Uncut land near woods will gradually return to forest by succession!

**Community-Wide Actions:** Students build and furnish a travelling environmental room (it needn't be a dorm room, just an exhibit of how any one of us can live more gently on the Earth). Design it to be easily broken down and reassembled. Involve woodshop students in this project.

**Practicing Democracy:** Have students research the balloon situation in your state or county. Also have them learn what toxic chemicals are used in balloon manufacture. Guide them in lobbying for balloon launch bans or in finding alternative ways to celebrate occasions other than using balloons.

**Global Impact:** When your school has a Career Day, have students invite people who earn their living working on behalf of the environment, peace, natural healing, organic farming, etc.

### ***Making Your School an Environmental Model and Teacher***

**The Spirit of the Problem:** Plan a day-long excursion (a minimum) for your students to a wild and peaceful place. Provide "solo" time whereby they can each enjoy being alone in the woods for an hour or two. Keep them within whistle range so they return on time. The idea is to be still in Nature, not to be walking or talking.

**Self-Education:** The Grassroots Coalition has a list of 18 suggestions for making your school an environmental model and teacher. Send \$1.00 to Box 1319, Clarksville, Maryland 21029 for the list. Then try to implement the ideas one by one.

**Individual Actions:** Students analyze their own habits critically and make concrete plans to improve. Have them read *Four Arguments for the Elimination of Television*, by Jerry Mander. This will undoubtedly lead to interesting discussions in class.



**School-Wide Activities:** Students host an Ecology Fair and display a wide variety of products, literature, projects, helpful hints, etc. to share with the rest of the student body and faculty. Invite parents, too! Have as many concrete products as possible.

**Community-Wide Actions:** Start a garden. If you are in a city, learn how community gardens work and begin one. If you're in the country, start with a small piece of land in a place within reach of water. Invite grandparents and neighbors to help.

**Practicing Democracy:** Hook up with other schools in your area and work for change through your local government. Learn the steps involved and get involved. This is not quick or easy.

**Global Impact:** Get on the UNEP mailing list and read about global issues. Students choose one which excites them and work on it. Perhaps an issue could be chosen which affects the native country of one of your students.

### ***Ambassadors to the World***

**The Spirit of the Problem:** Discuss what is worth defending with your life.

**Did You Know?** What can you do? Sometimes these problems seem so overwhelming. Have your students commit to make one small lifestyle change each to solve each problem listed. Whatever they choose, have them multiply that little effort by 240,000,000 to represent the cumulative impact of each American citizen making that one change.

**Individual Actions:** Continue with the same plan as "Did You Know?"

**Self-Education:** Students write to one company—either in their neighborhood or which makes a product they use (nailpolish, hair spray, deodorant, shampoo, etc.) and ask for Material Safety Data Sheets or fact sheets for the chemicals used. Some commonly used toxic chemicals are formaldehyde, aluminum, phenol, nitroglycerine and toluene.

**School-Wide Activities:** By now your class will have lots of current environmental information. Select an issue which affects all students (Northwest Ancient Forests, Endangered Species Act, Energy, Pure Milk, etc.) and set up a letter-writing table one day with the necessary information on a poster, stationary, envelopes, pens, chairs, stamps (ask students to chip in 30 cents), etc. Encourage everybody to write!

**Community-wide Actions:** This Festival might take all year to plan. It could be on Earth Day (April 22). Be sure to have a rain date. You will need to gather plenty of community leaders with enthusiasm. Students call churches, other schools, Scouts, civic clubs, PTAs, artist guilds, 4-H Clubs, etc. Round up everybody who cares about your Earth Community to help make this event successful.

**Practicing Democracy:** Schools with highly committed students and teachers can establish sister-school, sister-family, sister-brother (individual) relationships with Third World people. This requires a fairly strong sense of dedication. Students would not want to begin a relationship with a disadvantaged group of people and then change their minds or lose interest. Some continuity is essential. Contact Lasting Links, "linking groups with Third World Villages around the world," at 6165 Leesburg Pike #109, Falls Church, Virginia 22044; 703-241-3700. If you live in an area which has its own problems of poverty and hunger, do this right at home. Many places in the USA are actually worse off than Third World countries.

**Global Impact:** Students reproduce this page and gather as many signatures as possible to mail to Global Education Associates by the United Nations Conference in Brazil which starts June 1, 1992.