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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

November 5, 1991

REMARKS BY THE PRESIDENT
DURING ENVIRONMENTAL YOUTH AWARDS CEREMONY

Old Executive Office Building

11:25 A.M. EST

THE PRESIDENT: Welcome all. And thank you, Bill Reilly for getting all this together. And I'm glad to see our inhouse environmentalists, CEQ Chairman Mike Deland, sitting over here. And I also want to thank the EPA regional officers and the teachers and the administrators, who together make this program work.

And finally, let me especially welcome the award winners -- America's young environmentalists -- welcome all to the White House on this cool, clear, you can see forever, day. And think back to when you started your projects. You may have set out to make your community a bit cleaner or to come up with a way to re-use resources we use every day and simply toss in the trash, but the example you set shines far beyond your school and far beyond your neighborhood. What you've done tells other kids: You can make a difference. What you've done inspires adults to follow your lead.

Let me give you a true example. Two years ago at the very same place, same awards setting, one winner came up to the stage to shake hands -- which I hope you all will do -- and asked me: Do you recycle at the White House? (Laughter.) And I told him, well, if we don't already, we do now. (Laughter.) That kid's probably running for Congress out there somewhere, he was 10 at the time.

Well, today I am pleased to announce to this year's winners that last week I signed an Executive Order, effective immediately, instructing that all federal agencies here in Washington and out in our regional offices all across this country introduce recycling programs. Some of them have them but not all.

And I also ordered our agencies to use recycled materials wherever possible. So we are serious about recycling.

Whether it's recycling waste or reclaiming a stream or a shoreline, or raising the overall environmental awareness -- each one of these winning projects is a marvel to your imagination, to your energy and to your ingenuity. No matter how different, each one shows how an idea that originates in the classroom can have an impact in the community.

I can't single out all of you, but I hope you won't mind that I just make a special mention of our youngest environmentalists, who happen also to come from furthest away: The 2nd grade classes from Mililani Town, Hawaii. I understand Karla -- and I want to be sure I get this right, is it DeGuchi, right pronunciation? Good, Karla, I didn't want to get that wrong -- has made a long trip from Oahu to accept the award today for all her classmates. Karla and her fellow students started with a slogan, "Earth Day, Every Day," and set up a series a projects to show how they could do their part to take care of our Earth. And they put up bird feeders and turned trash to compost and planted trees.

MORE

But they didn't stop there. They set up a school-based recycling drive -- and it may surprise you to hear what these 2nd graders from Hawaii did with the money they raised: They used it to "adopt" four acres of endangered rainforest, Guatemalan rainforest, to preserve a small corner of nature that they will probably never see.

Other projects start out as selfless acts and, along the way, prove that looking after our environment makes good, sound business sense. Take the students from Hawthorne Elementary School in Salt Lake City. They set out to clean up a creek running through the business district, a creek that had literally become a dumping ground. As the kids cleaned this creek, they found the garbage -- all the cans, glass and bottles dumped there -- had some value, had some real value. And so they sold it for scrap, call it trash for cash, and used the money they made to keep the clean-up going.

Together, they transformed that unsightly trash heap into a nature park. And they gave it a new name, Hidden Hollow, and today it's a learning center for other students -- a kind of outdoor classroom encouraging everyone to be environmentally aware.

You're here today because of the way you look at the world. You look at the sky above, the trees, rivers and streams all around and see them for what they are: nature's gift, something precious we must preserve and pass on years from now to your children.

And once again, congratulations to all of you. And I hope that all Americans, young and old, in the government and back in your communities, can join as partners in preserving our environment.

And now, with our able administrator's help, Bill Reilly's help, we'll ask you to come up on stage to receive your awards. And thank you all for being here.

(Presentation of awards.)

Thank you all very, very much. It's a great day and how inspiring it is to see this work. Wonderful. Thank you.
(Applause.)

END

11:32 A.M. EST

ENVIRONMENTAL YOUTH AWARDS \ ROOM 450
NOVEMBER 5, 1989 \ 11:20 A.M.

Brit Home

MIKE DELAND (CEQ CHAIR)

THANK YOU, BILL [EPA ADMINISTRATOR REILLY].

[INTRODUCTORY ACKNOWLEDGEMENTS.] THANKS ALSO TO THE
EPA REGIONAL OFFICERS, TO THE TEACHERS AND
ADMINISTRATORS WHO TOGETHER MAKE THIS PROGRAM WORK. //

FINALLY, LET ME WELCOME TODAY'S AWARD WINNERS --
AMERICA'S YOUNG ENVIRONMENTALISTS -- TO THE WHITE
HOUSE. // THINK BACK TO WHEN YOU BEGAN YOUR PROJECTS.

- 2 -

YOU MAY HAVE SET OUT TO MAKE YOUR COMMUNITY A BIT
CLEANER -- TO COME UP WITH A WAY TO RE-USE RESOURCES WE
USE EVERY DAY AND SIMPLY TOSS IN THE TRASH. BUT THE
EXAMPLE YOU SET SHINES FAR BEYOND YOUR SCHOOL AND YOUR
NEIGHBORHOOD. WHAT YOU'VE DONE TELLS OTHER KIDS: YOU
CAN MAKE A DIFFERENCE. WHAT YOU'VE DONE INSPIRES
ADULTS TO FOLLOW YOUR LEAD. //

LET ME TELL YOU A STORY ABOUT THE KIND OF
DIFFERENCE YOU CAN MAKE.


TWO YEARS AGO AT THESE AWARDS, ONE WINNER CAME UP ON STAGE TO SHAKE HANDS, AND ASKED ME: DO YOU RECYCLE AT THE WHITE HOUSE? *7/11/11* I TOLD HIM IF WE DIDN'T ALREADY -- WE DO NOW. // [[TRUE STORY -- THE KID'S PROBABLY RUNNING FOR CONGRESS BY NOW.]] *7/11/11*

WELL, TODAY I'M PLEASED TO ANNOUNCE TO THIS YEAR'S WINNERS THAT, LAST WEEK, I SIGNED AN EXECUTIVE ORDER -- EFFECTIVE IMMEDIATELY -- INSTRUCTING ALL FEDERAL AGENCIES HERE IN WASHINGTON AND OUT IN OUR REGIONAL OFFICES TO INTRODUCE RECYCLING PROGRAMS.

I ALSO ORDERED OUR AGENCIES TO USE RECYCLED MATERIAL *(S)* WHEREVER POSSIBLE. // I WANT YOU TO KNOW: WE'RE SERIOUS ABOUT RECYCLING. //

WHETHER IT'S RECYCLING WASTE, RECLAIMING A STREAM OR SHORELINE, OR RAISING ^{OVERALL} ENVIRONMENTAL AWARENESS -- EACH ONE OF THESE WINNING PROJECTS IS A MARVEL TO YOUR IMAGINATION, YOUR ENERGY AND INGENUITY. NO MATTER HOW DIFFERENT, EACH ONE SHOWS HOW AN IDEA THAT ORIGINATES IN THE CLASSROOM CAN HAVE AN IMPACT IN THE COMMUNITY. //

I CAN'T SINGLE OUT ALL OF YOU, BUT I HOPE YOU WON'T MIND THAT I MAKE SPECIAL MENTION OF OUR YOUNGEST ENVIRONMENTALISTS, WHO HAPPEN ALSO TO COME FROM FARTHEST AWAY: THE 2ND GRADE CLASSES FROM MILILANI TOWN, HAWAII. I UNDERSTAND KARLA DEGUCHI ^(phonetic) HAS MADE THE LONG TRIP FROM OAHU TO ACCEPT THE AWARD TODAY FOR HER CLASSMATES. KARLA AND HER FELLOW STUDENTS STARTED WITH A SLOGAN -- "EARTH DAY, EVERY DAY" -- AND SET UP A SERIES OF PROJECTS TO SHOW HOW THEY COULD DO THEIR PART TO TAKE CARE OF OUR EARTH.



THEY PUT UP BIRD FEEDERS, TURNED TRASH TO COMPOST, PLANTED TREES.

BUT THEY DIDN'T STOP THERE. THEY SET UP A SCHOOL-BASED RECYCLING DRIVE -- AND IT MAY SURPRISE YOU TO HEAR WHAT THESE 2ND GRADERS FROM HAWAII DID WITH THE MONEY THEY RAISED: THEY USED IT TO "ADOPT" FOUR ACRES OF ENDANGERED GUATEMALAN RAINFOREST, TO PRESERVE A SMALL CORNER OF NATURE THAT THEY WILL PROBABLY NEVER SEE. //

OTHER PROJECTS START AS SELFLESS ACTS -- AND, ALONG THE WAY, PROVE THAT LOOKING AFTER OUR ENVIRONMENT MAKES GOOD, SOUND BUSINESS SENSE. TAKE THE STUDENTS FROM HAWTHORNE ELEMENTARY SCHOOL IN SALT LAKE CITY. THEY SET OUT TO CLEAN UP A CREEK RUNNING THROUGH THE BUSINESS DISTRICT -- A CREEK THAT HAD BECOME A DUMPING GROUND. / AS THE KIDS CLEANED THIS CREEK, THEY FOUND THE GARBAGE -- ALL THE CANS, GLASS AND BOTTLES DUMPED THERE -- HAD REAL VALUE.

SO THEY SOLD IT FOR SCRAP -- CALL IT TRASH FOR CASH -- AND USED THE MONEY THEY MADE TO KEEP THE CLEAN-UP GOING. //

TOGETHER, THEY TRANSFORMED THAT UNSIGHTLY TRASH HEAP INTO A NATURE PARK. THEY GAVE IT A NEW NAME, HIDDEN HOLLOW, AND TODAY IT'S A LEARNING CENTER FOR OTHER STUDENTS -- A KIND OF OUTDOOR CLASSROOM ENCOURAGING EVERYONE TO BE ENVIRONMENTALLY AWARE. //

YOU'RE HERE TODAY BECAUSE OF THE WAY YOU LOOK AT THE WORLD. YOU LOOK AT THE SKY ABOVE, THE TREES, RIVERS AND STREAMS ALL AROUND US, AND SEE THEM FOR WHAT THEY ARE: NATURE'S GIFT -- SOMETHING PRECIOUS WE MUST PRESERVE AND PASS ON, YEARS FROM NOW -- TO YOUR CHILDREN. //

ONCE AGAIN, CONGRATULATIONS TO ALL OF YOU. I HOPE THAT ALL AMERICANS -- YOUNG AND OLD, IN THE GOVERNMENT, AND BACK IN YOUR COMMUNITIES -- CAN JOIN AS PARTNERS IN PRESERVING OUR ENVIRONMENT. //

AND NOW -- WITH ADMINISTRATOR REILLY'S HELP -- WE'LL ASK YOU TO COME UP ON STAGE TO RECEIVE YOUR AWARDS.

#

To Christina
Date 10-28-91 Time 12:15PM

WHILE YOU WERE OUT

M. Jane Von Karol
of at 225-7134
Phone 333-7831

Area Code	Number	Extension
TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL <input checked="" type="checkbox"/>
CALLED TO SEE YOU		WILL CALL AGAIN
WANTS TO SEE YOU		URGENT

RETURNED YOUR CALL

Message Calling to see
how you were doing and
to remind you that
you still have boxes
in storage, etc
Henry
Operator

- JERRY ANDERSON -

(Mike DeLauri Chem. CEO in front row)

Thomas Schmidt

Rep. John Paul

Harve Schmidt

Member John Paul



91 OCT 31 A9:25

FAX COVER SHEET

This fax is directed to: Jeannie Bunton
Rm 111 1/2, Old Exec Office Bldg
White House
Business phone (202) 456-7750
Fax phone (202) 456-6218

Date October 31, 1991

Number of pages including cover sheet: Three (3)

This fax has been sent by Lynne Olson
KOPE, Hawthorne Elementary Schl
1675 S 600 E, SLC UT 84105
Business phone (801)481-4824
Home phone (801)484-8352

KIDS ORGANIZED to PROTECT OUR ENVIRONMENT
Hawthorne Elementary School
1675 South 600 East
Salt Lake City, Utah 84105
481-4824

October 30, 1991

Attn: Jeannie Bunton
Old Executive Office Bldg, Rm 111 1/2
White House
Washington DC 20500
FAX: 202-456-6218

Sheri Sohm has asked me to collect some information to answer your questions about the KOPE Hidden Hollow project. I hope this will be of interest. Please call me if I can help in any other way.

Lynne Olson, parent/advisor
(801) 484-8352

KOPE'S "HIDDEN HOLLOW" RESTORATION PROJECT
SUMMARY

In April of 1990, Hawthorne School's "Kids Organized to Protect our Environment" (KOPE) began a campaign to rescue a segment of Parley's Creek and the historic Old Mormon Trail that intersects the business district in their neighborhood. The city-owned property was surrounded by abandoned buildings and parking lots, and had deteriorated into a community dump. The children organized students and adult volunteers for a massive cleanup effort, and enlisted community support to save the area from commercial development and restore it as a natural park. They received two community grants to preserve the area as an outdoor classroom, easily accessible to students from inner-city schools.

THE OLD MORMON TRAIL

For decades during the American western migration, emigrants followed the Mormon Trail from Missouri to California and Oregon. From Ft. Bridger, travellers could go north along the Oregon Trail, or drop into the Salt Lake Valley, and then south to take the Spanish Trail to California. The Union Pacific Railroad followed the route of the old Mormon Road to lay its tracks across country.

Shortly after Brigham Young's party entered the Salt Lake Valley through Emigration Canyon in 1847, travellers discovered an easier route along Parley's Creek. By 1852, Big Canyon Creek Road (now Parley's Canyon) had become the primary avenue for

KOPE, Hidden Hollow Page 2

emigrants to Salt Lake, and the Territorial legislature was charging a toll for people to use it.

Mormon emigrants from the East were met at the base of the foothills by earlier arrivals. They were escorted to a central city square, near our present City Hall, and instructed in the ways of Mormon community life. They were then advised of places in the area where they might settle, or were "called" to go out to create new settlements in the wilderness. For the Mormon faithful, reaching Salt Lake City was their goal, and so the mouth of Parley's Creek Canyon was the end of the Mormon Trail.

Farms and commercial establishments sprang up along the creek as it traversed the valley, to supply westward-bound travelers as well as settlers. The block around Hidden Hollow was the site of one of the first general mercantile stores in Utah, and the first log schoolhouse in the state. A sugarmill and several sawmills were built along the stream. None of these buildings remain, and there are no monuments to mark their locations. Therefore, the KOPE Kids were able to add the need for further historical and archeological research to the list of reasons why the Hidden Hollow area should be left intact and undeveloped.

The children believe that the significance of this area to the subsequent history and development of Salt Lake City, is an important part of their heritage as Utahns. The broad appeal of the Hidden Hollow restoration project has been its joint goals of recognizing the significance of both the natural and the human history of this part of our city.

Supplemental information: Materials collected during KOPE recycling projects and at the KOPE Recycling Center.

Corrugated cardboard - 920# collected by students at school
 Aluminum - 3896# collected by students at school & at drop-off center since summer of 1989.
 Glass - 52,950# collected at drop-off center since 4/90
 Plastic - 4,610# collected at drop-off center 4/90-11/90
 Old Newspapers - Since 9/89 - 30.7599 tons collected at school
 Income generated by recycling \$1,458.12
 Income generated at fundraising game booth \$1,267.67
 Income from donations \$717.35
 Community development Block Grant received \$15,000.00
 Neighborhood Self-Help Grant \$1,180.00



U. S. ENVIRONMENTAL PROTECTION AGENCY
Office of Environmental Education
401 M Street, S. W.
Washington, D. C. 20460



FACSIMILE REQUEST AND COVER SHEET

TO: *Jeanne Bunton*

OFFICE PHONE: *Fax: 202 456-6218*

REGION:

CITY:

FROM: *Doris Gillispie*

OFFICE PHONE: *202 260 4962 4484*

SECTION or BRANCH: *OCPA/OEE*

DATE: *10/30*

Number all pages. *13*

(Number of Pages to include This Cover Sheet)

MAIL CODE: *A-107*

FAX # *202 260 0790*

(COMMENTS)

Laska--LYNX

TEL:703*683*4509

Oct 30,91 14:07 No.003 P.05

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Tuesday, November 5:

11:15 Bush "Remarks" 5 min

Thank you, Bill. Barbara and I want to welcome the Environmental Youth Award winners to the White House.

Today I feel like celebrating. I want to celebrate with you in recognition of your outstanding projects. I want to celebrate with Bill Reilly and the EPA on their launching the new national environmental education program. And I want to celebrate because your efforts have made this a good day for the environment.

But most of all, I want to celebrate our democracy. When Justin Kingery of Bob White, West Virginia, created his project he not only developed a new way to make good use of an old waste, he reaffirmed the best traditions of our democracy. He proved that one person, endowed with a vision, can work with others to make that vision a reality.

Perhaps this is why our form of government has lasted so long. It truly is a government of, for, and by the people.

Perhaps this is why democracy seems to be breaking out all over the world. It is a system that works. And it is individuals like you who make it work.

It is individuals like the Kids Organized to Protect our Environment from Salt Lake City who not only got their own act together but got so many adults involved that they helped to turn a junk-filled city-owned dump into a pristine nature park. You saw something that needed to be done. You figured out how to do it. And you did it.

As long as there are students and citizens like you, the future of this nation is in good hands.

Your work has not only make your communities better places to live, it has had an impact beyond your communities. Your projects prove to other young people -- and adults as well -- that no one is too small or too insignificant or too young to achieve great things in our nation.

I also want to thank the Keebler Company and the Arm & Hammer Division of the Church & Dwight Company for their significant roles in seeing that your visit to Washington is both fun and rewarding.

Just one year ago, I signed into law the National Environmental Education Act. In the hands of the Environmental Protection Agency, that law will support promising environmental education projects and help to give every educator access to useful environmental education material.

More importantly, that law recognizes how important it is that we teach -- and learn -- to be good stewards of the environment. That we be instilled with an environmental ethic which will help make each one of us such good environmentalists that we won't need to put so much effort into enforcing environmental regulations. The people will protect the environment not because it's the law, but because it's the right thing.

The young people we honor here today have not only learned a lot, they've done a lot. And I'm delighted to be able to thank each of you personally.

With Bill Reilly's help, it is now our pleasure to present this year's Environmental Youth Awards. . .

Region 8

"HOPE FOR HIDDEN HOLLOW"
A Children's Nature Park

"Hey, look, you guys! There's a stream down there!"

Six eleven-year-olds from Hawthorne's "Kids Organized to Protect our Environment" (KOPE) Club were in a shopping mall parking lot, celebrating the opening of their new KOPE Recycling Center, the first drop-off facility in their neighborhood. After the ceremony, they ran across the parking lot to explore a grove of trees that filled the center of the block. They were stunned to find an open stream, bordered by dense, natural vegetation. Standing on the bank, the kids discovered that the sounds of birdsong and running water masked all the noise of the nearby commercial activity, and the trees blocked the view of surrounding office buildings. Despite the litter and construction debris strewn about, the area reminded them of a scene from the nearby Wasatch Mountain canyons. On the spot, the kids decided that this place deserved their attention, and the KOPE kids had found their next project.

A visit to the County Recorder revealed that the property was owned by Salt Lake City, and had once been a dedicated park. The stream was a section of historic Parley's Creek, known to pioneer immigrants as the end of the Old Mormon Trail. It was identified in the City's Master Plan as desirable open space, but decades of neglect and abuse had relegated it to a suburban dump. Half of the parcel had been sold for private development, but fortunately, lack of interest and money had delayed sale of the remaining 2.8 acres, and so 800 feet of the stream and the adjacent habitat were still untouched. The KOPE Kids determined to clean up the site, but leave it as natural as possible, to use as a nature park and outdoor classroom. They thought that because of its location in the middle of an urban business district, creative planning would make it a unique amenity to commercial development.

The students named the place "Hidden Hollow", and organized the first of several cleanup events. 300 students came from school to pick up trash along the banks, and County Flood Control and City Sanitation workers helped by cleaning the flood grate, knocking down weeds and removing construction debris. At KOPE's request, County Health ran soil and water tests, and identified several health and safety problems that were then corrected.

Realizing that an outdoor classroom would serve students of all ages, the KOPE Kids hosted a "Hope for Hidden Hollow" Conference, and invited participants from all the public and private schools in Salt Lake. Fifteen schools sent representatives ranging in age from 9 to 18 years, to learn problem-solving skills, and to join in a student coalition to save the Hollow.

To enlist support from the adult community, KOPE produced a slide show of pictures of the Hollow, and presented their program to community councils and special interest groups. They asked for help from experts in many fields, who donated their time and skills to help with everything from landscape design to fund-raising.

To get advice from the local business community, KOPE presented to the Chamber of Commerce, and learned of a new threat to the Hollow. Developers were planning to enclose the stream, build offices and retail stores around the block, and make the Hollow a parking lot. The kids were told that they could never muster the support or money to create the kind of park they wanted. Instead, developers offered to design them a small grassy area with a fountain, to be called "KOPE Park," in exchange for the students' agreement to abandon plans for an outdoor classroom.

The children reacted by petitioning the City for a zoning change that would prevent the Hollow's use for commercial purposes. They organized a public information campaign to demonstrate the park's value as a community resource. Experts in Utah history, in air and water quality, wildlife biologists, geologists and botanists all supplied information confirming the Hollow's unique importance to the City. Conservationists, artists and educators wrote letters to the City Council and Mayor, demanding that the Hollow be saved. The kids launched a "green card" campaign, collecting over a thousand signatures in support of their project, while children across the City circulated petitions within their schools. Kids went door-to-door to talk to area businesspeople, and learned to use the political system as they attended committee meetings and lobbied Council members. To raise money for site planning and landscaping, they wrote and received grants for \$16,400. They also solicited cash and in-kind donations. In honor of Earth/Arbor Day, Utah Power donated 140 native shrubs worth \$1500, and the Mayor of Salt Lake led the hundred volunteers who planted them.

To demonstrate its utility as an outdoor classroom, (and to muster volunteers to keep those young plants watered), members of the student coalition were asked to plan a schedule of weekly workshops to take place at the Hollow during the summer. Classes ranged from aquatic biology to outdoor ethics to xeriscaping, and resulted in a curriculum guide that can be used to teach a variety of school subjects.

In the spring of 1991, KOPE succeeded in having Hidden Hollow incorporated into the City's new open space plan, a 50-mile system of corridors that include parks and pedestrian/bicycle trails. They won support from community councils to uphold the Master Plan and keep Parley's Creek uncovered and in its natural streambed. And the Salt Lake Planning Commission voted in favor of KOPE's petition to downzone Hidden Hollow for R2 (recreational or residential) use only.

In working to save the Hollow, KOPE has been recognized for their unique ability to bring together diverse groups and individuals, and persuade them to donate their time and creative energy to solve a common problem. The State chapter of the American Planning Association has invited KOPE to their annual convention to present the Hidden Hollow project as a model for volunteer involvement in community problem-solving.

ENVIRONMENTAL NEED FOR HIDDEN HOLLOW: All across America, urban planners are recognizing the need for "greenways," recreational open spaces that serve as links between parks or historic sites. There is also a need for nature study centers, where students can observe plants and animals in their natural habitat. Preserving Hidden Hollow as an outdoor classroom filled both needs, by providing a recreational and educational center in a densely populated residential/business district.

ENVIRONMENTAL APPROPRIATENESS: Parley's Creek has always been the "front door" into Salt Lake City and was the end of the Old Mormon Trail. Due to the KOPE Kids efforts, the historic importance of this segment of the creek is now being reexamined. The Hollow is a living museum of native plants, birds, insects, fish and small animals. Birdwatchers report that eight types of songbirds use the Hollow for a summer breeding ground. Flood control and water quality experts say the open stream is an important asset to the City. Cattails in the settling pond and the twisting creek make it a natural bio-filtration facility, helping to remove pollutants carried by stormwater runoff. The trees act as noise and air filters, protecting the adjacent residential area from the impact of new commercial development.

THE PURPOSE OF KOPE'S HIDDEN HOLLOW PROJECT: The KOPE Kids are committed to teaching others how to take personal responsibility for solving local environmental problems. At Hidden Hollow, they set out to save the creek and the natural habitat near it from the effects of neglect and the threat of commercial development. They sought legal protection to prevent the sale of public property for private development, and its use for any but recreational or educational purposes. KOPE planned to involve as many people as possible to build public awareness of the value of Hidden Hollow as a community resource, and create a demand to save it. They hoped their example would inspire others to attempt similar projects in their own neighborhoods.

ACCOMPLISHMENT OF GOALS: KOPE has demonstrated the power of volunteers who are committed to achieving a common goal. Coalition participants have learned problem-solving skills, and been empowered by the support of their community. The Association of Community Councils and the Urban Forestry Board endorsed KOPE's plan to keep Parley's Creek in its natural bed, and to keep the parcel as open space. The Planning

Commission voted to change Hidden Hollow from a Commercial to a Residential-2 zone, the designation for parks in Salt Lake. The City Planning staff recommended an executive order to allow only open space uses until the commission creates an open space zone. They recommended that the parcel not be sold as surplus property.

LONG-TERM ENVIRONMENTAL BENEFIT: Due to the students' efforts, Salt Lake residents have begun to demand more "greenspace, not blacktop," and public support has been generated for a new open space ordinance for the city. The dedication of Hidden Hollow as an outdoor classroom will provide educational opportunities for generations of students, and the natural park will enhance both the business and residential areas. Planting projects at Hidden Hollow have added 140 trees and shrubs to the

urban forest. Holding the public land in trust for future generations will provide opportunities for more research into the natural and human history of the site. Furthermore, this experience in community problem-solving has provided a model for volunteer involvement, and demonstrated how everyone can affect the quality of life in his community. By example, the KOPE Kids have taught a lesson in civics and individual responsibility for solving environmental problems.

POSITIVE ENVIRONMENTAL IMPACT: Older residents called the area "Dump Hollow" because it had been a dumpsite for decades. Cleaning up the Hollow removed some sources of groundwater contamination and identified others. Giving the park a new identity has discouraged illegal dumping, preventing further degradation of the soil or water. Careful landscaping will prevent erosion of delicate streambanks. Labelling native and drought tolerant plants will encourage their use in home landscape applications, a water conservation measure that is critical for the second driest state in the nation. Preservation of the site provides habitat for at least eight kinds of songbirds, and a pair of American kestrels. The stream will continue to function as a flood control and stormwater cleanup facility. And Hidden Hollow will be available to inner-city schoolchildren as an interpretive center for environmental education.

STUDENT INVOLVEMENT: KOPE students "discovered" Hidden Hollow, and immediately determined that it should be restored to a neighborhood park. They identified all the inherent problems, brainstormed solutions, and dedicated thousands of volunteer hours

to implementing them. They made calls, wrote letters, visited area merchants, circulated petitions, lobbied legislators, organized meetings and press conferences, presented their plan to civic groups and government agencies. They wrote two successful grants. Having won public support for their project, they are now teaching others about the importance of volunteerism in solving local problems.

COMMUNITY INVOLVEMENT: The students have learned to view the community as their classroom, full of resources that are available for use in solving problems. They have worked with municipal government to achieve their goal of saving Hidden Hollow. They have cultivated public opinion by drawing media attention to their project, and by making personal contacts with special interest groups. They have asked for financial help from corporations, in-kind donations from businesses and professionals, and advice from experts in everything from marketing to stream hydrology. They formed an unprecedented coalition of Salt Lake's public and private school students.

INNOVATION: For the first time in Salt Lake, a coalition of students of all ages was formed to achieve the common goal of making Hidden Hollow a Children's Nature Park and the first outdoor classroom in the City. KOPE asked for help from government, business, conservation and special-interest groups who all loaned their own creative talents to the project. By demonstrating how the Hollow could be valuable to each of them, the Kids gained their support and forged a unique volunteer alliance that has become a model for local problem-solving.

RATIONALES: A. Educational - The KOPE students are trained to use the Future Problem-solving model. Their teacher has taught them brainstorming, decision-making and planning skills. Her subsequent role is to facilitate their work. KOPE is a voluntary community service group, with students solving their own real-life neighborhood problems. B. Environmental 1) The park will be an amenity to commercial development, while saving an historic site. 2) Dedicating Hidden Hollow as open space will preserve it as a link in the Parley's Trail corridor. 3) Natural habitat in the middle of an urban business district is unique and should be protected as a valuable environmental resource. 4) As an outdoor classroom, Hidden Hollow is readily accessible to inner-city schools for field trips and nature studies.

Region 1

SAVE

planted trees

~~SAVE~~

To whom it may Concern:

On behalf of SAVE (Students Against Vandalizing the Earth), the student environmental group at the Ipswich Middle School, I would like to apply for the EPA President's Environmental Youth Award from EPA Region 1. Since its inception in 1989, SAVE has been increasingly active in working on local, regional, and global environmental concerns. Much of our work is ongoing. Therefore, some of our projects could not technically be categorized as completed. If our group needs to be judged on the basis of one project, please consider us for our efforts over the past 18 months to amend the Massachusetts Bottle Law. However, I also plan to tell you about and include support materials for other projects on which SAVE has been working.

Students at the Ipswich Middle School started an environmental group in December 1989. Our interest started with an ad for the Programme For Belize in the National Geographic October 1989 issue. Students decided to help save the rainforest and held a Quarter Day in school. Students collected donations (50 cent maximum) during homeroom period. Enough money was collected to purchase two acres.

The students decided that they wanted to do more. Therefore, in December, they organized a group, decided to call themselves SAVE (Students Against Vandalizing the Earth), and took on two major projects. First, they undertook a mass mailing (324 letters) to schools around the country on behalf of the Programme For Belize. The students researched and compiled their own database of schools, attempting to include public and private schools from as many countries as possible in each state. They then composed cover letters to these schools, requesting help in raising money for P.F.B. as well as help spreading

the word to other schools in their areas. These were mailed together with brochures provided by the Programme For Belize. Some of the responses we have since received are included as support material. In December of 1990, SAVE bought four additional acres of rainforest from the proceeds of a second schoolwide Quarter Day, cider and donut sales, and a fall leaf-raking service members provided.

The second project SAVE undertook has become an ongoing concern. In January of 1990, John Ferrick's sixth grade math classes conducted a month long statistical analysis of waste generated in our school cafeteria. Students were upset to learn that an average of 450 non-refundable juice cans were being thrown into the trash weekly. SAVE members decided to investigate the problem further.

SAVE learned that the existing Massachusetts Bottle Law only covers carbonated beverage containers. They learned that Vermont and Maine have passed more comprehensive laws covering alcohol, wine cooler, and juice containers. They also learned that a bill being considered in the Massachusetts State House in the spring of 1990 (Bill 493b) proposed to amend our bottle law to cover alcohol, wine cooler, and juice containers. SAVE members decided to petition their State Representative for his support of this bill. On May 14, 1990, over 1300 signatures were collected in one morning by SAVE members in Ipswich. On May 23, 1990, these signatures were presented to Representative Tim Clark. SAVE members attempted through phone calls and letters throughout the spring and summer to follow the progress of the bill. We finally heard later in the year that the bill had died in committee.

SAVE members determined that they needed to get more directly involved with the process this year, because they wanted this opportunity to conserve

and recycle precious resources to succeed. In January of 1991, after much investigatory phone work, SAVE found that Bill 4936 had been refiled for 1991 as Bill 4126. They also found two allies in Representative Robert DeLeo of Winthrop (the bill's sponsor) and Representative Peter Vellucci of Cambridge (a member of the Committee On Energy). Students began in January to more thoroughly research the available information on Maine's new bottle law and transcripts of testimony from 1990 hearings on Bill 4936.

In February and March, SAVE members compiled a comprehensive database of middle schools throughout Massachusetts with the intention of writing to at least one middle school from each town and city throughout the state. Phone calls were made to a large percentage of these schools in order to determine the name of a contact person to whom letters could be addressed. Cover letters were written and roughly 300 letters were sent. Follow up phone calls were then made in attempts to encourage these schools to join SAVE in a petition drive. In spite of the students' substantial efforts to be thorough, only nine other communities did in fact join in our petition day. Still, thanks to those towns, SAVE was able to present more than 4000 signatures to the Committee On Energy in April. As important, they were able to spur many other young people to positive action on behalf of our environment.

On April 18, 1991, six SAVE members spent a full day of their school vacation at the State House in Boston. After waiting nearly five hours, they were asked to speak. The students read prepared testimony on which they had worked for several days. I have included that testimony as support material. All involved were very impressed with the students' demeanor and commitment to the environment.

We found shortly after that day that the bill had been put into a study,

effectively killing it for the year. After initial disappointment, the students discussed why the bill failed and what might be done to make it pass next year. The students are planning to renew their commitment to passage of a bill that will facilitate recycling. The students and I have been advised that the bill may have better chance of passage if the alcohol and wine cooler containers are not included. SAVE plans to work with Rep. Vellucci, Rep. DeLeo, and Amy Perry of MassPing this fall to decide what course will be the best to take.

I'd like to list several other accomplishments of SAVE over the past two years: 1) Through our efforts, the Ipswich Middle School set up a cafeteria recycling program in September 1990 to recycle polystyrenes and aluminum drink cans. 2) SAVE has run a schoolwide white paper recycling program since October of 1990. 3) SAVE members have volunteered at the monthly town recycling drop-off site run by the Ipswich Solid Waste Advisory Committee. SAVE members worked in February and March of 1991 and have signed up to work in October and December as well. 4) This spring, SAVE offered a tree and shrub planting service free of charge. A local nursery, Corliss Brothers Inc., trained SAVE members in planting technique and gave credit for each planting we did. This credit goes towards the cost of trees we planted at the school this spring. On three separate days, SAVE planted 4 trees and 12 shrubs this spring. We plan to resume the program this fall. 5) While much fundraising this year has gone towards operating costs, SAVE was able to make a \$200 donation to the Walden Woods Project.

Other plans for 1991 - 1992 include opening a school store which will sell environmentally friendly products (ex: notebooks made of recycled paper, pens with refillable cartridges that use soybean, rather than petroleum based).

ink). SAVE also plans to work with the Ipswich School Department to develop a policy for purchasing supplies that are environmentally responsible (ex: recycled paper goods, lighting that is more energy efficient).

As you can see, SAVE members are working very hard to educate others and to save the environment in any way possible. These students are exceptionally dedicated to the idea that aggressive activism is necessary and that everybody can have a role in protecting and improving the only environment we have. Thank you for your consideration of SAVE for the EPA Region 1 President's Environmental Youth Award. Please do not hesitate to contact me if I can answer any questions or clarify any of the points made in this application.

Sincerely,



Michael P. Cahill (508-927-7814)

1991 PRESIDENT'S ENVIRONMENTAL YOUTH AWARDS WHITE HOUSE CEREMONY

NOVEMBER 5, 1991

WINNERS

INTRODUCTION OF WINNING PROJECTS

Region 1:

*got legislation passed to
recycle juice and
alcohol bottles*

When members of the "Students Against Vandalizing the Earth" (SAVE) group learned how many non-recyclable beverage containers were thrown away from their cafeteria, it motivated them to take action. The students organized a proposal to amend the Massachusetts Bottle Bill that, if put into action, would include juice and alcohol bottles as recyclable containers.

*Three
martini
lunch in
elementary?*

However, it didn't stop there. The students started a grass roots movement in surrounding communities, which, by working with members of the Massachusetts legislature, enabled them to present over 4000 signatures to the Committee on Energy this past April.

On April 18, six members of SAVE spent a full day of their school vacation at the State House in order to read prepared testimony that gave the positive aspects of SAVE's proposal to the Massachusetts Bottle Bill.

The sponsor is Michael P. Cahill, Ipswich, Massachusetts. Accepting the award is Lindsay Gaskins. Eight additional members of the SAVE group are in the audience. Would you please stand.

Region 2:*oil spills*

Nazia Quraishi, a fifth grade student, witnessed the damage being wrought by oil spills in the waters surrounding her hometown of Bayonne, New Jersey. Encouraged by her teachers and parents, and aiming toward the school science fair, she turned her concern to curiosity, and then transformed that curiosity into a series of experiments, interviews and demonstrations investigating the damage oil spills cause and the options for cleanup. She used impeccable scientific methods in setting up her experiments and recording her data.

Results achieved through this project were: concrete knowledge of procedures and materials' ability to clean up oil spills, and an assessment of damage to animals and the environment. This project brought about an awareness of environmental concerns to both Nazia and her classmates, An appreciation and responsibility was gained for the environment and Bayonne waterways in particular.

She received numerous awards for her experiment. Please, help me in congratulating a young girl with a big future, Nazia Quraishi. Francine McLaughlin, a teacher at Nazia's school, is her sponsor.

Fertilizer from human hair

Region 3:

What began as a homework assignment became the spark to ignite the talents of this young, upcoming environmental scientist of Boone County, West Virginia.

Justin Kingery developed a man-made fertilizer using human hair that was very effective, and increased Justin's interests in environmental endeavors. He continued working on his man-made fertilizer experiments, and shared the successes in the local county newspaper. As a result, he has been contacted by many gardeners who have used and are encouraged by his methods. Justin also conducted and published the results of a community-wide survey of environmentally safe and recyclable product home use, thereby raising individual consciousness of these products.

Justin Kingery from Bob White, West Virginia and sponsor, Ms. Pamela Atha, a teacher at Van Elementary School, Van, West Virginia.

*Public information
campaign*

Region 4:

Thirteen members of the McDonald Elementary Science Club of Mohawk, Tennessee started a public service campaign to teach students and adults about energy conservation and its effect on air pollution.

The campaign began with a contest where students decorated grocery bags with energy conservation messages. The club provided each class with several energy saving tips that students could use. The bags were sent out to local grocers for distribution. They held a "Create an Energy Calendar" Contest where students in grades 3-8 designed and sold calendars to the public through the local groceries.

At the school's Open House, energy exhibits were set up by the club to share energy information with parents. These exhibits were later taken to a nearby shopping mall where information was made available to the public. Energy conservation materials were sent to each school library in the school system. Energy conservation classes were taught at schools. A variety of energy games and contests, including an energy carnival, were used as motivators.

Accepting for the McDonald Elementary Science Club is Mark Rothe, and sponsor Ms. Pat Carpenter, Mohawk Tennessee. All 13 members of the McDonald Elementary Science Club are in the audience. Would you please stand.

*Barn owl!***Region 5:**

The barn owl may be returning to Ohio because of the hard work and perseverance of Eric Champlin. As a member of the Challenge program at St. Paul Elementary School in North Canton, Eric selected the barn owl as his topic for the science fair. His working research on the eating habits, mating seasons and the most favorable nesting habitat made this a successful project.

Eric continued his quest to preserve the owl through his Adopt-A-Barn Owl sponsorship program. This program includes groups or individuals giving a monetary donation after which Eric solicits barns by placing ads in local papers; constructs wooden nesting boxes; places the boxes in suitable barns; and includes owl tapes for attracting owls during mating season. — *would this work on Men & women?*

Eric also worked with the Ohio Department of Natural Resources on an owl tagging program. His principal, Mary Fiala, stated that she has never worked with a more motivated student. "His projects were thoughtful, thorough and different." Eric continues to educate the public on the barn owl by producing a quarterly publication reporting progress and owl sightings. Seventeen nesting boxes are presently being monitored.

Region 5 winner Eric Champlin and sponsor and school principal, Mary Fiala.

NON-POINT SOURCE POLLUTION

Region 6:

Project F.U.R. (Fight Urban Runoff) was developed by five students from Holy Cross High School in New Orleans, Louisiana. It was designed to make the public more aware of the misuse of pesticides and how the dumping of used motor oil polluted Lake Ponchartrain. They provided speakers for schools and civic meetings, and participated in environmental fairs. The group's major event was the Stencil-A-Canal project in which storm drain covers were stenciled with a logo to remind local residents that substances dumped or strayed into storm sewers were a major source of lake pollution.

Justin Fleetwood will accept the plaque with sponsor Sue Ellen Lyons, a Holy Cross High School teacher. The other four members of Project F.U.R. are here today. Please stand to be recognized.

*Recycling***Region 7:**

When the city landfill closed, the Schuyler, Nebraska FFA Chapter saw the need for an active recycling program. They designed and printed thousands of recycling brochures and had them distributed with local bank statements. In cooperation with alumni and a local radio station, they established and operated a community recycling center. They developed a recycling educational awareness program and presented it in all the local schools. They followed up with a recycling contest for grades kindergarten through eighth grade.

The Chapter developed a five-year groundwater protection plan. The plan calls for increasing awareness of the problem and a public education program. To do this, they cooperated with a number of organizations to produce school enrichment projects. They designed and conducted demonstration projects and displays on nitrate contamination, point-source contamination, and abandoned well plugging. A quiz bowl was developed around the project so that people could test their knowledge on groundwater issues. Their program was taped and aired repeatedly around the state by the Nebraska Educational Television Network. The Chapter also took the shows on the road to local and county fairs, as well as the state fair.

They developed a program for their membership that taught chapter

(Region 7 continued on next page)

Region 7 continued:

members land evaluation for crop raising. They took the program to the community. Chapter members phoned area farmers and alumni, distributed informational literature and tested numerous irrigation ditches. They also purchased a nitrate testing kit and did free testing of rural wells.

For the final chapter in their assault on environmental issues, they recruited more than 230 students, who dedicated more than 1,000 hours, to maintain the two major highways in town as part of the Adopt-A-Highway program.

Matt Stuthman is receiving the plaque for the Schuyler, Nebraska FFA Chapter. The sponsor is Thomas L. Wheeldon.

Four of the Chapter's 50 members are present today. Please stand to be recognized.

Region 8:

Did do some planting of indigenous plants from a local nursery

History of?

Saved a creek

Sheri Sohm 801-481-4822

Hidden Hollow stream

Kids discovered

recycling center across the street found stream

what + how much raise?!

aluminum, glass bottles

stream runs 3-4 acres

asphalt, cement, tubing, wire

tons from stream/bank

2 30 truck loads

local contractor donated wheelis/equipt. for free

The "Kids Organized to Protect our Environment (KOPE) Club from Hawthorne Elementary School began a campaign to rescue an historic creek and part of the Old Mormon Trail that intersects the business district in their Salt Lake City neighborhood. The city-owned creek had deteriorated into a local dump. The KOPE Club organized student and adult volunteers for massive cleanups by removing tons of trash, and sold the recyclable trash to help finance the project. They passed a state resolution for an annual cleanup, fix-up day. They spoke to community councils and held student conferences at school to enlist support to save the area from commercial development. To restore it as a nature park, they persuaded designers to include it in the City's new open space plan, won Planning Commission approval for protective zoning, and received community grants to develop the area into an outdoor classroom, easily accessible to inner-city schools. The Club named this area "Hidden Hollow". They organized a series of workshops that resulted in a curriculum guide for field trips to the "Hollow". This program has become a model for volunteer involvement in community problem-solving and has increased environmental awareness throughout the state.

Accepting the award for KOPE is Mercedes Johnson. The sponsor is Sheri Lyn Sohm. Would the additional members of KOPE please stand.

*olive trees**COMPOST HEAP
RECYCLING DRIVE***Region 9:**

Second grade teachers, Susan Nekoba and Patricia Yorioka, at Mililani Uka Elementary School in Hawaii, wanted to increase the students' awareness of their environment. To accomplish this, Susan and Patricia developed a comprehensive ecology curriculum that included all facets of learning. The classes adopted the year-long theme of "Earth Day, Every Day".

As part of this ecology unit and to gain hands-on experience, the students completed a number of environmental education projects. Their first project consisted of making a compost heap on the school campus. To start the compost heap, each student brought in a sandwich bag of garbage from home. The heap was tossed regularly so the students could see the decomposition at work. On Earth Day, the students planted two olive trees on the school campus and using the soil from the compost pile.

The bird feeder project, which was the second project, allowed the students to become proficient in identifying the various birds of Hawaii and observe their feeding patterns.

The second graders sponsored a third project which was several school-wide recycling drives. To publicize these events, they designed and colored leaflets to be posted throughout the school.

(Region 9 continued on the next page)

Region 9 continued:

At one of the drives, the students collected 2,000 lbs. of aluminum and used the money to adopt and protect 4.1 acres of the Guatemalan Rainforest.

Karla DeGuchi is accepting the plaque for the second grade classes of Mililani Uka Elementary School in Hawaii, the island of Oahu. Patricia Yorioka is the sponsor. Susan Nekoba, co-sponsor, please stand to be recognized.

* 2nd PEYA Award to Alaska
1st went to students from Palmer, Alaska 1989
RECYCLING

Region 10:


The recycling project that Cheryl Hilmes' fifth grade class started the first week of school continues with the same zeal that inspired them to name themselves the "Mountain View Mustangs". They have recycled 80 pounds of plastic milk containers, 700 pounds of cardboard, 800 pounds of aluminum, 2,500 pounds of ledger papers, and 21,000 pounds of newspaper. The students work on cooperative teams collecting, sorting, and loading recyclables. Recyclable strategies were presented to all 25 classrooms at Mountain View School.

Students chose to support the Senior Citizens Nutrition Program with the money raised from their recycling efforts. A local news show filmed the students as they informed the senior citizens about the recycling program and presented them with a check for \$92.02. The Anchorage Daily News covered the project in a news story on April 13th.

The Mustangs participated in state legislative hearings on recycling incentives, doubled the amount of recycled materials, donated the "recycle money" to school and community projects including direct contributions to the Salvation Army Citizen Nutrition Program -- truly sharing between youth and age!

(Region 10 continued on the next page)

Region 10 continued:

Let me add that this is the second PEYA award to young Alaskans. 

Students from Palmer, Alaska were recognized in 1989.

Representing the 5th grade "Mountain View Mustangs", Anchorage Alaska is Hancy Vea (pronounced "Vee-ha"). They were sponsored by teacher, Mrs. Cheryl Hilmes (pronounced "Hill-mis").

Nov. 13 / Administration of George Bush, 1990

Joy, and Jim McClure's wife, Louise. He also referred to the First Family's dog, Millie, and Senator Dole's dog, Leader.

Note: The Executive order was released by the Office of the Press Secretary on November 14.

Executive Order 12733—Authorizing the Extension of the Period of Active Duty of Personnel of the Selected Reserve of the Armed Forces
November 13, 1990

By the authority vested in me as President by the Constitution and the laws of the United States of America, including sections 121 and 673b(i) of title 10 of the United States Code, I hereby determine that, in the interests of national security, extending the period of active duty is necessary for the following: units of the Selected Reserve, and members of the Selected Reserve not assigned to a unit organized to serve as a unit of the Selected Reserve, now serving on or hereafter ordered to active duty pursuant to section 673b(a) of title 10 of the United States Code and Executive Order No. 12727 of August 22, 1990. Further, under the stated authority, I hereby authorize the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard when the latter is not operating as a service in the Department of the Navy, to extend the period of active duty of such units and members of the Selected Reserve.

This order is intended only to improve the internal management of the executive branch, and is not intended to create any right or benefit, substantive or procedural, enforceable at law by a party against the United States, its agencies, its officers, or any person.

This order shall be published in the *Federal Register* and transmitted promptly to the Congress.

George Bush

The White House,
November 13, 1990.

[Filed with the Office of the Federal Register, 10:56 a.m., November 14, 1990]

Letter to the Speaker of the House and the President of the Senate on the Extension of Active Duty of the Selected Reserve of the Armed Forces
November 13, 1990

Dear Mr. Speaker: (Dear Mr. President:)

I have today, pursuant to section 673b(i) of title 10, United States Code, authorized the Secretary of Defense, and the Secretary of Transportation with respect to the Coast Guard when it is not operating as a service within the Department of the Navy, to extend for an additional 90 days the period of active duty of units and individual members not assigned to units organized to serve as units of the Selected Reserve ordered to active duty pursuant to section 673b(a) of title 10, United States Code and Executive Order No. 12727 of August 22, 1990. The continued need for units and members of the Selected Reserve to augment the active Armed Forces of the United States for the effective support and conduct of operational missions in and around the Arabian Peninsula necessitates this action.

A copy of the Executive order implementing this action is attached.

Sincerely,

George Bush

Note: Identical letters were sent to Thomas S. Foley, Speaker of the House of Representatives, and Dan Quayle, President of the Senate. The letter was released by the Office of the Press Secretary on November 14.

Remarks at the Presentation Ceremony for the President's Environmental Youth Awards
November 14, 1990

Well, this is a big day at the White House. I'm glad to see you all here. And I heard those kind comments by our outstanding

head of EPA [Agency], Bill Reilly. All of you envied in this country. Bill Reilly taking a complicated task. I want to work for our Council [here, who's also environment; Transportation Department]. Frank Bracken, Department of Energy. I'm interested in this working EPA regional administration. I'm pleased to come champions for the

And all of you environment is have to be a part of why the past year. So many people involved—

You know, F line the other were coming—saying, "When mom comes in cleans it up when we mess the ones who are definitely won of those rare sense. [Laugh just as all of

Just yesterday had the honor. Medal of Science to some scientists, engineers the awards the less significant the projects I struck by the projects. Some even internal changed the state. But all has to do with the elements to our

Today, in this week, it's efforts of studentship at its m

order was released by Secretary on Novem

r of the House and Senate on the Duty of the the Armed Forces

ear Mr. President:) ant to section 673b(i) tes Code, authorized se, and the Secretary respect to the Coast operating as a service nt of the Navy, to al 90 days the period and individual mem- units organized to Selected Reserve or- pursuant to section ited States Code and 12727 of August 22, need for units and ted Reserve to aug- med Forces of the effective support and al missions in and eninsula necessitates

cutive order imple- ttached.

George Bush were sent to Thomas e House of Represent- yle, President of the as released by the cretary on November

ntation Ceremony nvironmental

at the White House I here. And I have by our outstand

head of EPA [Environmental Protection Agency], Bill Reilly. And let me just say to all of you environmentalists, we are very blessed in this country to have a man like Bill Reilly taking on this extraordinarily complicated task and doing such a great job. I want to welcome Mike Deland, head of our Council [on Environmental Quality] here, who's also doing a superb job on the environment; Ted Sanders, from the Education Department, our Under Secretary; and Frank Bracken, the Under Secretary of the Department of the Interior—both so interested in this work—and of course, our hard-working EPA youth coordinators and our regional administrators. And especially, I'm pleased to come over to welcome the young champions for the environment, all of you.

And all of you know that protecting the environment is not a spectator sport; we all have to be a part of the solution. And that's why the past year has been so encouraging. So many people, in so many ways, are getting involved—even the Simpsons.

You know, Bart Simpson dropped me a line the other day when I told him you were coming—true story—and he wrote me saying, "When I mess up my bedroom, my mom comes in and yells, but eventually she cleans it up and everything's cool. But when we mess up the environment, we're the ones who are going to be yelling, and it definitely won't be cool." Well, this is one of those rare moments when Bart makes sense. [Laughter] Wise beyond his years, just as all of you are wise beyond yours.

Just yesterday, here at the White House, I had the honor, the pleasure of awarding the Medal of Science and the Medal of Technology to some distinguished American scientists, engineers, and mathematicians. But the awards that we're making today are no less significant. In fact, when I heard about the projects for this year's awards, I was struck by the sophistication of these projects. Some have grown to national, even international stature. Others have changed the way whole communities operate. But all have made permanent improvements to our natural environment.

Today, in the middle of American Education Week, it's a pleasure to recognize the efforts of students who represent citizenship at its most responsible and the adult

sponsors who worked so hard with them. Together, they've proved something too many tend to forget, and that is that in this country it's the individual that counts. It's the individual who makes a difference.

I think of one young man, in particular, who won this award last year for launching a recycling program. He stood on this stage and asked me if the White House did any recycling. You talk about pressure. [Laughter] This guy came in here—it's not often that lobbyists come disguised as high school kids. [Laughter] Well, I told him that I didn't think we had a recycling program, but that we'd sure be working on it. And you know, if anyone can teach old dogs new tricks, kids can. And so, now I can say to this year's award winners: We learned something from people like you, and now we've a recycling program in the White House.

And if it's true, as some say, that we're all borrowing the Earth from future generations, it's also true that the Earth will be preserved by millions of small decisions made every day by every one of us. And they're the kind of small decisions that make a world of difference, whether it's recycling aluminum cans, conserving water, turning off a lightbulb, even just keeping the refrigerator door closed.

Like that scene in the "Teenage Mutant—bear with me—Ninja Turtles." [Laughter] They're standing in front of the refrigerator, deciding what to have for dinner. And one of them is standing there with the door open. So, another one says, "Think with the door closed, then get what you want." "Okay," the first one says, "I'm thinking. Tonight we'll have broccoli." [Laughter] And fortunately, he pulls out a pizza. So, there's a happy ending to this story. [Laughter]

And if more of us think with the door closed and our minds open, we can all bring environmental ignorance to a happy ending. Because, to quote one of those Mutant Turtle characters, "There are no passengers on Spaceship Earth, only crew."

So, with those words of wisdom, let me go on now to the highlight of the day, and that is to the awards for the distinguished crew that is with us today. And let me say, in

To Jessie

Date 10/30/91 Time 1:00

WHILE YOU WERE OUT



M Liza Olson (parent)

of _____

Phone (801) 484-8352

Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	

RETURNED YOUR CALL

Message Env. Youth Awards

Parent Volunteer

Needs info

Operator



23-021 CARBONLESS

10/28/91

THE WHITE HOUSE
WASHINGTON

ENVIRO YOUTH AWARDS -

DDRS GILISPIE 260-4484

re: 20th ann; acknowledgements
is the 21st year

10/29/91

↓
2 co. presenting \$1,000
grants to winners (10)
Keebler Corp.

first time corp. participation

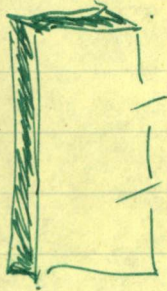
- 12/30/91 -

Nancy Jones - administrator's speech with

Six Lake City - may have planted trees

Agan Dron

10/30/91 2:20 pm



did actually sell / recycle bottles / cans
co-mingle w/ other recyclable trash
that \$ went towards programs

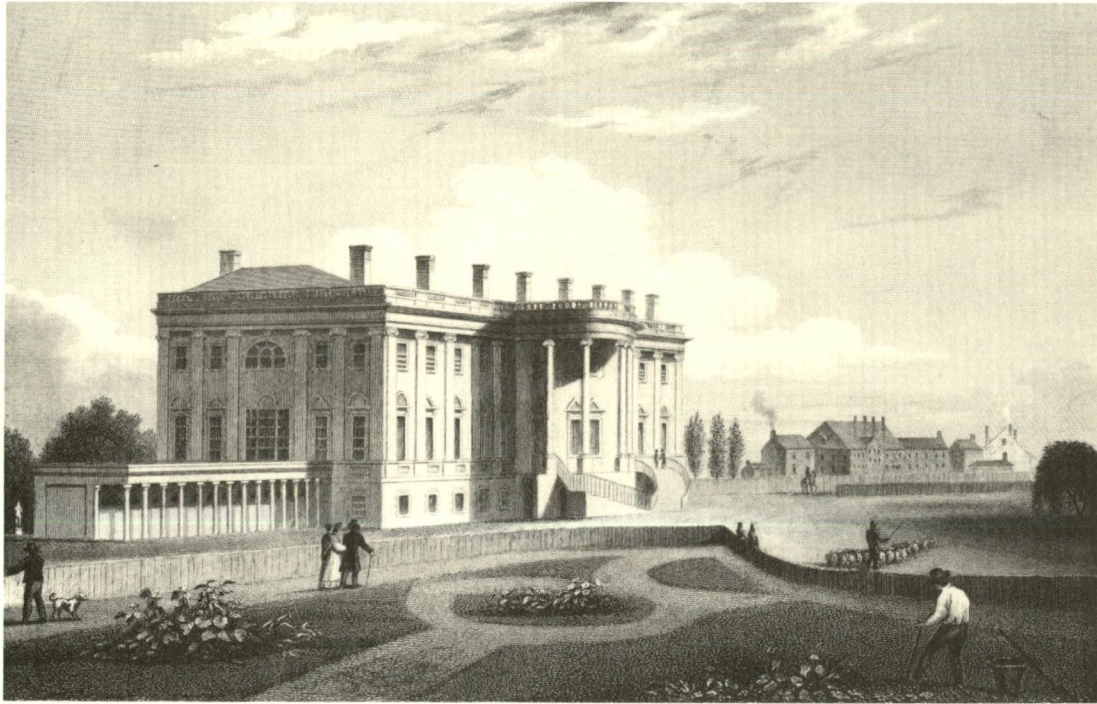
↓
in the recycling
center

[ages 10-12
4, 5, 6 graders]

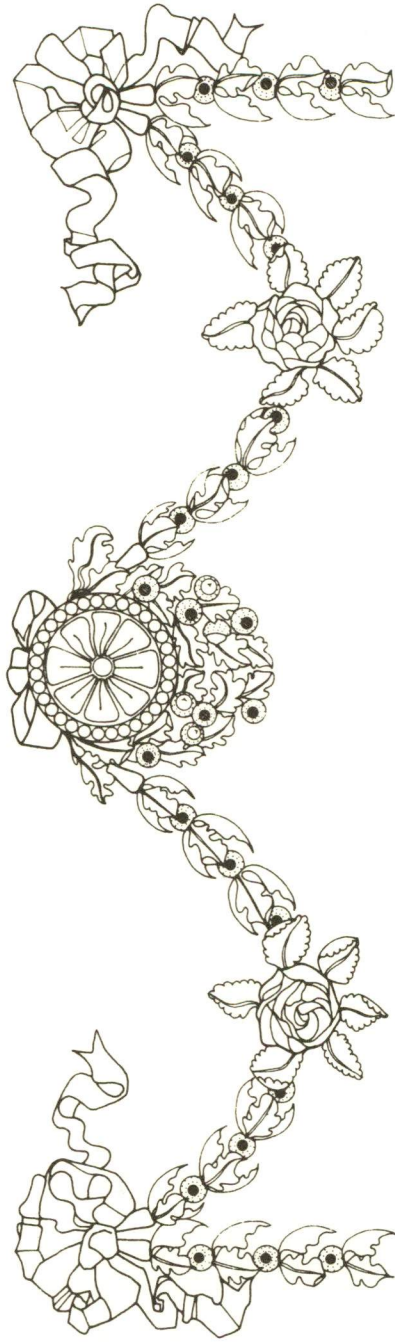
from ^{April} 1990 to ^{Nov.} 1990

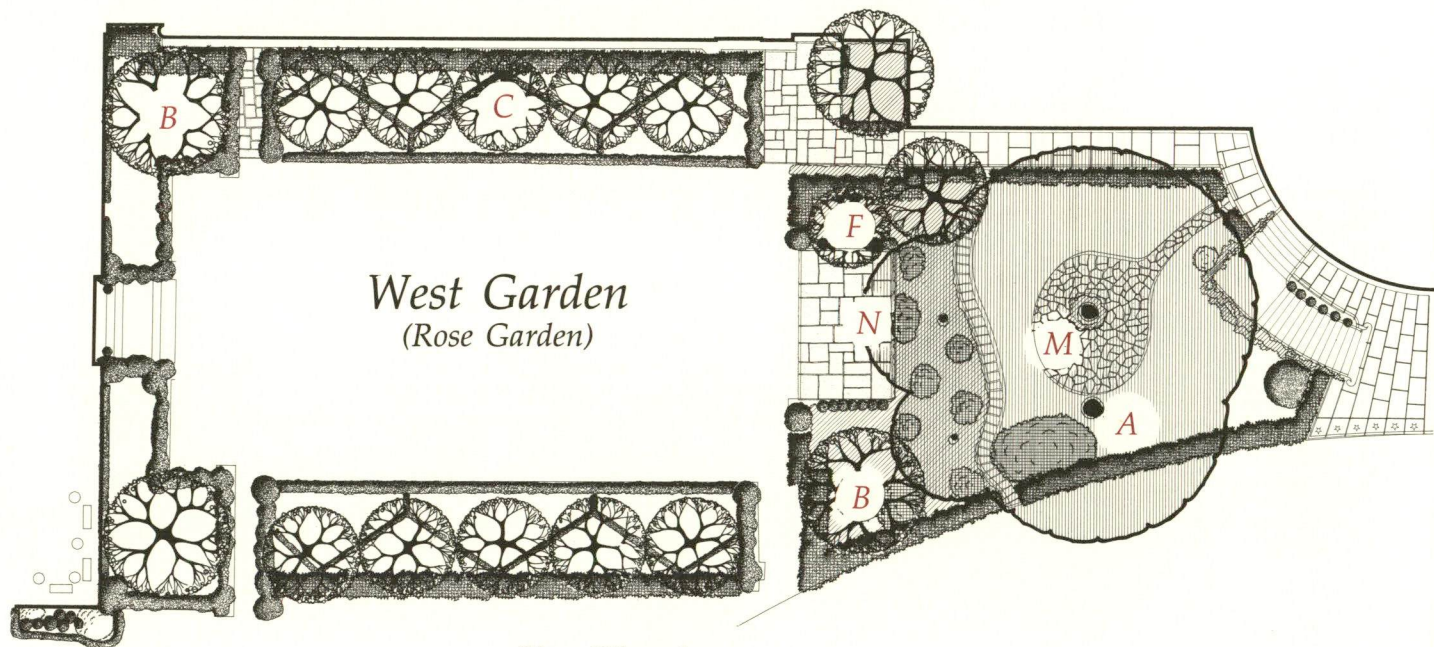
raised = \$190/mo.

newspapers,



*The White House
Gardens and Grounds*



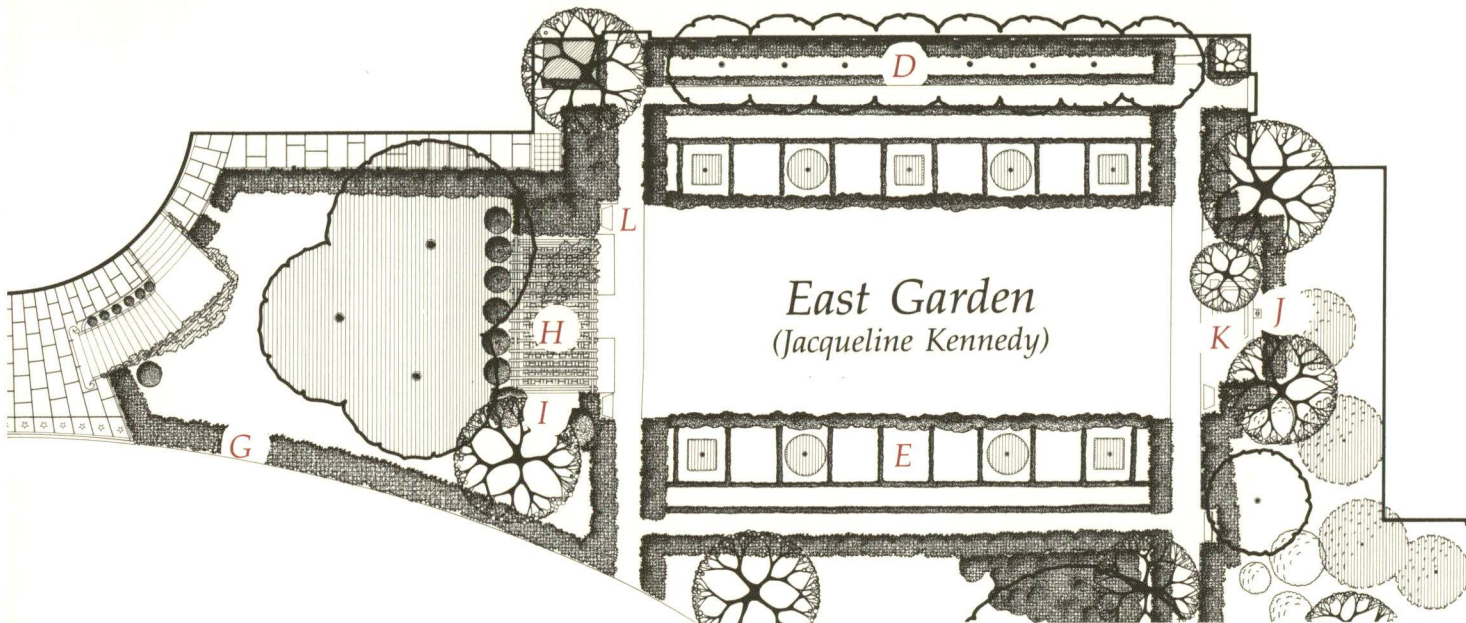


West Garden
(Rose Garden)

Key Plantings

- A. Jackson Southern Magnolias
- B. J.F. Kennedy Saucer Magnolias
- C. Katherine Crabapples
- D. Littleleaf Lindens
- E. American Hollies
- F. Washington Hawthorn
- G. Holly Osmanthus

- Magnolia grandiflora*
- Magnolia soulangeana*
- Malus 'Katherine'*
- Tilia cordata*
- Ilex opaca*
- Crataegus phaenopyrum*
- Osmanthus ilicifolius*

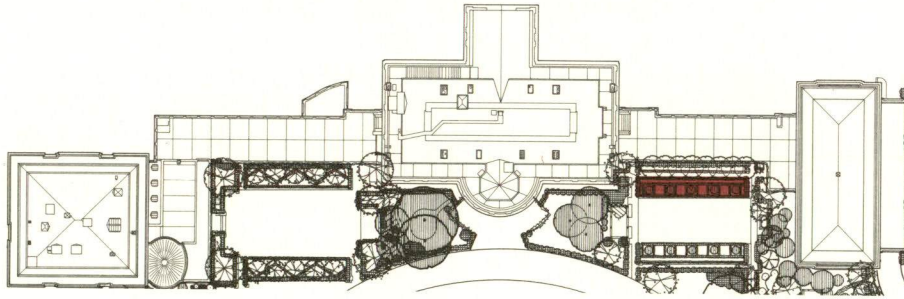


Garden Ornaments

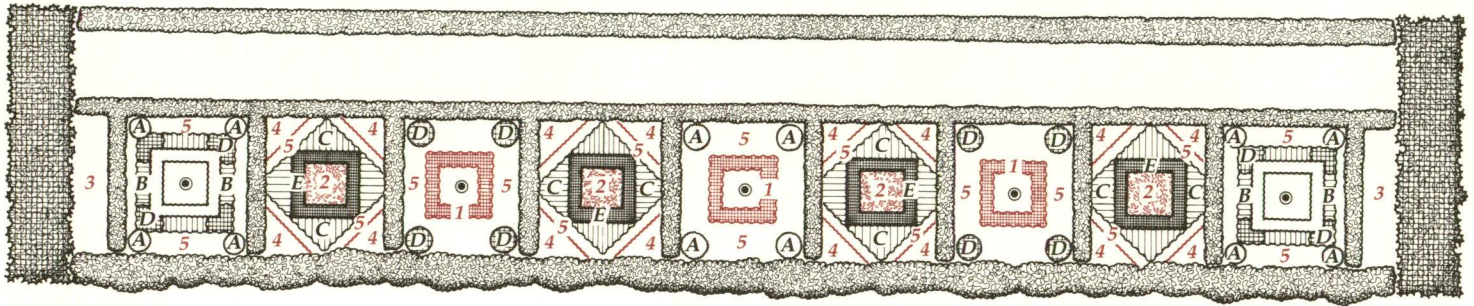
H. Pergola	1965
I. Trellis and Window	1982
J. Sculpture	Artist, Silvia Shaw Judson 1965
K. Pool	1965
L. Benches	Filmore Administration 1850
M. Furniture	Gift of Amelia Riggs 1973
N. Wood Bench	Gift of Mrs. Paul Mellon 1983

The East and West Gardens

Pennsylvania Avenue



Key



Spring

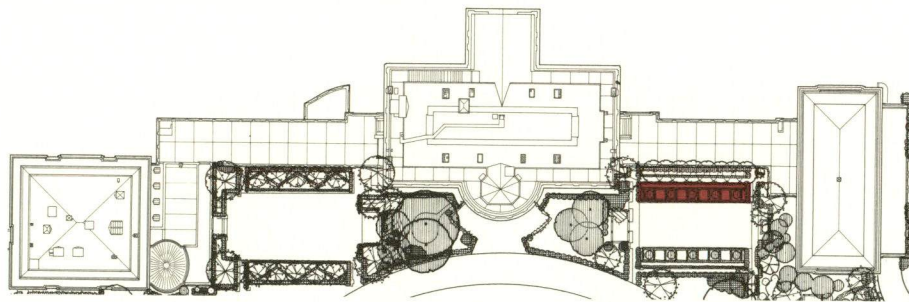
Herbs and Perennials

A. LAVENDER COTTON	<i>Santolina chamaecyparissus</i>	Gray-green	
B. GARDEN THYME	<i>Thymus vulgaris</i>	Herb	
C. CHIVES	<i>Allium schoenoprasum</i>	Herb	
D. ROSEMARY	<i>Rosemarinus officinalis</i>	Herb	
E. EVERGREEN CANDYTUFT	<i>Iberis sempervirens</i>	White	April

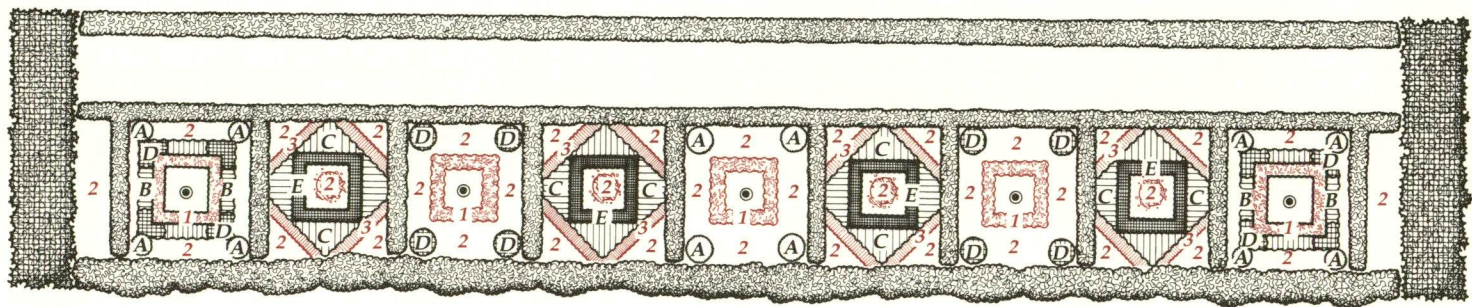
Seasonal Plantings

1. GRAPE HYACINTH	<i>Muscari botryoides</i>	Violet-blue	April-May
2. DARWIN TULIP	<i>Tulipa 'Niphetos'</i>	Yellow, white edges	May
3. MIXED TULIP GROUP A			
DARWIN HYBRID	<i>Tulipa 'Jewel of Spring'</i>	Cream w/red edges	April
LILY-FLOWERING	<i>Tulipa 'White Triumphator'</i>	Pure white	April-May
COTTAGE	<i>Tulipa 'Bond Street'</i>	Lemon yellow	April-May
4. MIXED TULIP GROUP B			
LILY-FLOWERING	<i>Tulipa 'White Triumphator'</i>	Pure white	April-May
PARROT	<i>Tulipa 'Faraday'</i>	Lt. salmon, green edges	May
DARWIN HYBRID	<i>Tulipa 'Sweet Harmony'</i>	Lemon yellow	May
5. PANSY	<i>Viola tricolor hortensis 'Paydirt'</i>	Yellow	April

Pennsylvania Avenue



Key



Summer

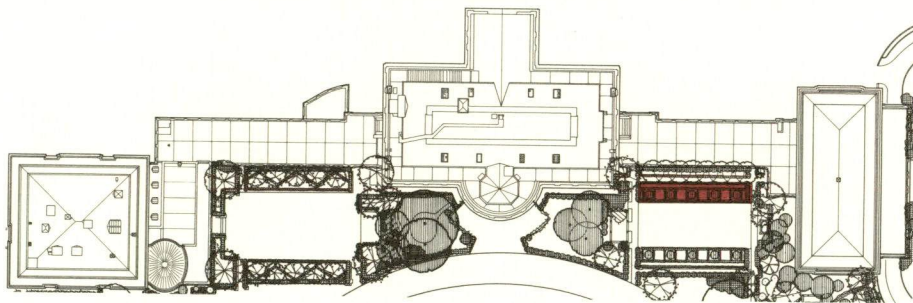
Herbs and Perennials

A. LAVENDER COTTON	<i>Santolina chamaecyparissus</i>	Gray-green	
B. GARDEN THYME	<i>Thymus vulgaris</i>	Herb	
C. CHIVES	<i>Allium schoenoprasum</i>	Herb	
D. ROSEMARY	<i>Rosemarinus officinalis</i>	Herb	
E. EVERGREEN CANDYTUFT	<i>Iberis sempervirens</i>	White	April

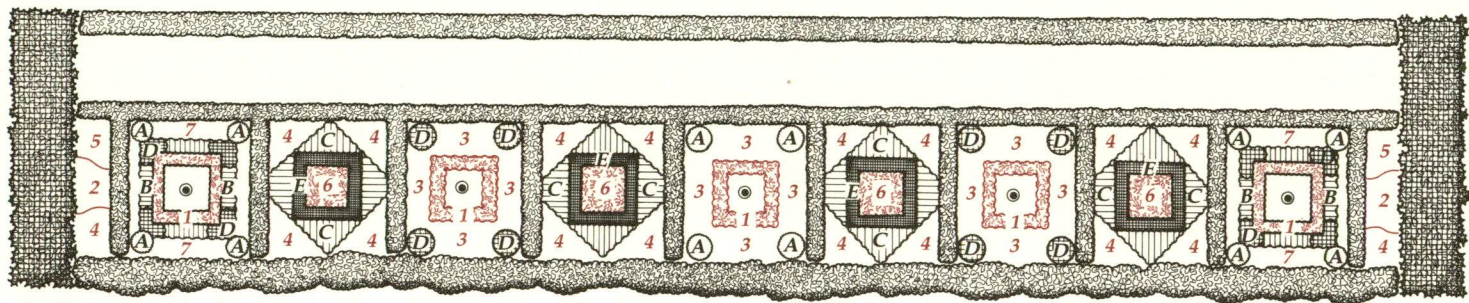
Seasonal Plantings

1. DUSTY MILLER	<i>Senecio leucostachys</i>	White foliage	
2. FLOSS FLOWER	<i>Ageratum petiolatum</i>	Blue	June-Aug.
3. GARDEN GERANIUM	<i>Pelargonium x hortorum</i> 'Wendy Anne'	Pink	June-Aug.

Pennsylvania Avenue



Key



Fall

Herbs and Perennials

A. LAVENDER COTTON	<i>Santolina chamaecyparissus</i>	Gray-green	
B. GARDEN THYME	<i>Thymus vulgaris</i>	Herb	
C. CHIVES	<i>Allium schoenoprasum</i>	Herb	
D. ROSEMARY	<i>Rosemarinus officinalis</i>	Herb	
E. EVERGREEN CANDYTUFT	<i>Iberis sempervirens</i>	White	April

Seasonal Plantings

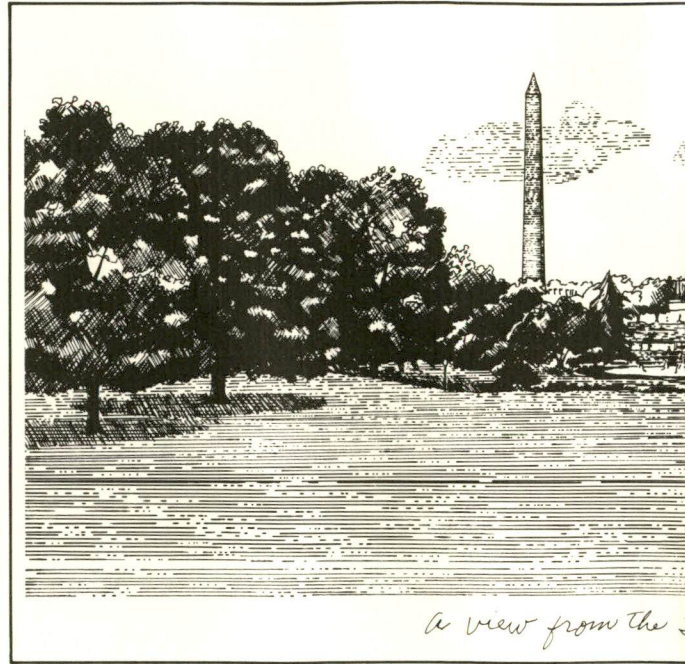
1. DUSTY MILLER	<i>Senecio leucostachys</i>	White foliage	
2. BLUE SALVIA	<i>Salvia farinacea</i> 'Victoria'	Violet-Blue	June-Aug.
3. CUSHION MUM	<i>Chrysanthemum</i> 'Freedom'	Yellow	Sept.-Oct.
4. TUBULAR PETAL MUM	<i>Chrysanthemum</i> 'Joanette'	White Fiji	Sept.-Oct.
5. GIANT HARVEST MUM	<i>Chrysanthemum</i> 'Pumpkin'	Orange	Sept.-Oct.
6. SPOON DAISY	<i>Chrysanthemum</i> 'Starlet'	Apricot	Sept.-Oct.
7. CUSHION MUM	<i>Chrysanthemum</i> 'White Patriot'	White	Sept.-Oct.

Commemorative Plantings

- | | |
|--|---|
| 1. SOUTHERN MAGNOLIA (<i>Magnolia grandiflora</i>) | Franklin D. Roosevelt (1942) |
| 2. SOUTHERN MAGNOLIA (<i>Magnolia grandiflora</i>) | Warren G. Harding (1922, Replaced 1947) |
| 3. THE JACQUELINE KENNEDY GARDEN | Lyndon B. Johnson (1965) |
| 4. LITTLE-LEAF LINDENS (<i>Tilia cordata</i>) 2 | Franklin D. Roosevelt (1937) |
| 5. EASTERN WHITE PINE (<i>Pinus strobus</i>) | Gerald Ford (1977, Replanted 1983) |
| 6. NORTHERN RED OAK (<i>Quercus borealis</i>) | Dwight D. Eisenhower (1959) |
| 7. AMERICAN ELM (<i>Ulmus americana</i>) | John Q. Adams (1826) |
| 8. THE MOUNDS | Thomas Jefferson (1808) |
| 9. WHITE OAK (<i>Quercus alba</i>) | Herbert Hoover (1931) |
| 10. JAPANESE SPIDERLEAF (<i>Acer palmatum dissectum</i>) | Jimmy Carter (1978) |
| 11. JAPANESE SPIDERLEAF (<i>Acer palmatum dissectum</i>) | Grover Cleveland (1893) |
| 12. CHILDREN'S GARDEN | Lyndon B. Johnson |
| 13. CEDAR OF LEBANON (<i>Cedrus libani</i>) | Jimmy Carter (1978) |
| 14. GIANT SEQUOIA (<i>Sequoiadendron giganteum</i>) | Richard M. Nixon (1971) |
| 15. WHITE OAK (<i>Quercus alba</i>) | Herbert Hoover (1931) |
| 16. PIN OAK (<i>Quercus palustris</i>) | Dwight D. Eisenhower (1958) |
| 17. WILLOW OAK (<i>Quercus phellos</i>) | Lyndon B. Johnson (1964) |

19. ROSE GARDEN
20. SOUTHERN MAGNOLIA (*Magnolia grandiflora*) 2
21. AMERICAN ELM (*Ulmus americana*)
22. FERN-LEAF BEECH (*Fagus sylvatica* 'Asplenifolia')
23. FERN-LEAF BEECH (*Fagus sylvatica* 'Asplenifolia')
24. SUGAR MAPLE (*Acer saccharum*)
25. WHITE SAUCER MAGNOLIA (*Magnolia soulangiana alba*)
26. WHITE SAUCER MAGNOLIA (*Magnolia soulangiana alba*)
27. DWARF BOXWOOD (*Buxus sempervirens* 'Suffruticosa')
28. RED MAPLE (*Acer rubrum*)
29. WHITE OAK (*Quercus alba*)
30. SCARLET OAK (*Quercus coccinea*)

Andrew Jackson (1829-1837)
Gerald R. Ford (1975)
Lyndon B. Johnson (1968)
Richard M. Nixon (1972)
Ronald Reagan (1984)
Mrs. Reagan (1982)
Mrs. Reagan (1982)
Harry S. Truman (1952)
Jimmy Carter (1977)
Franklin D. Roosevelt (1935)
Benjamin Harrison (1889-1893)

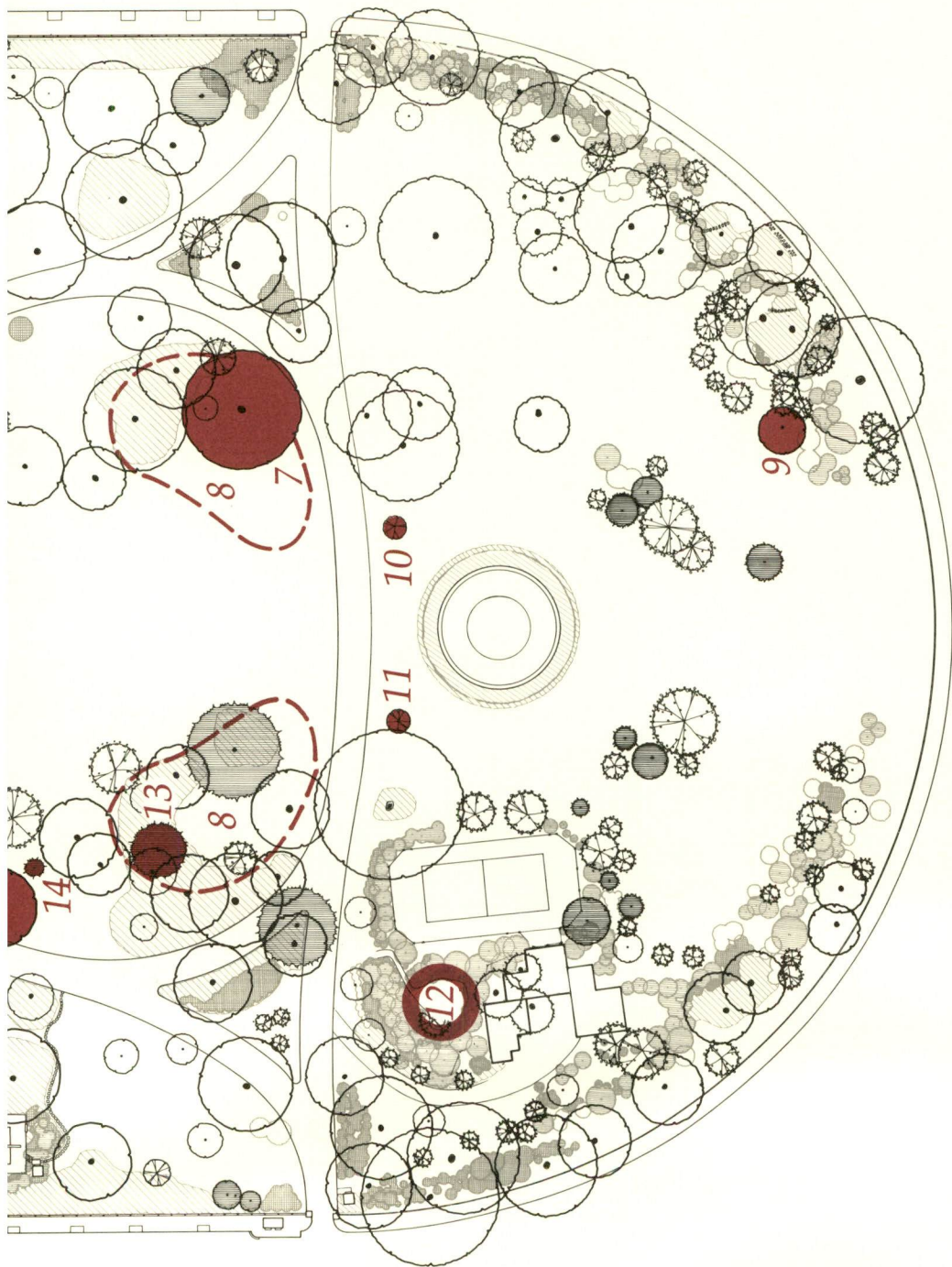


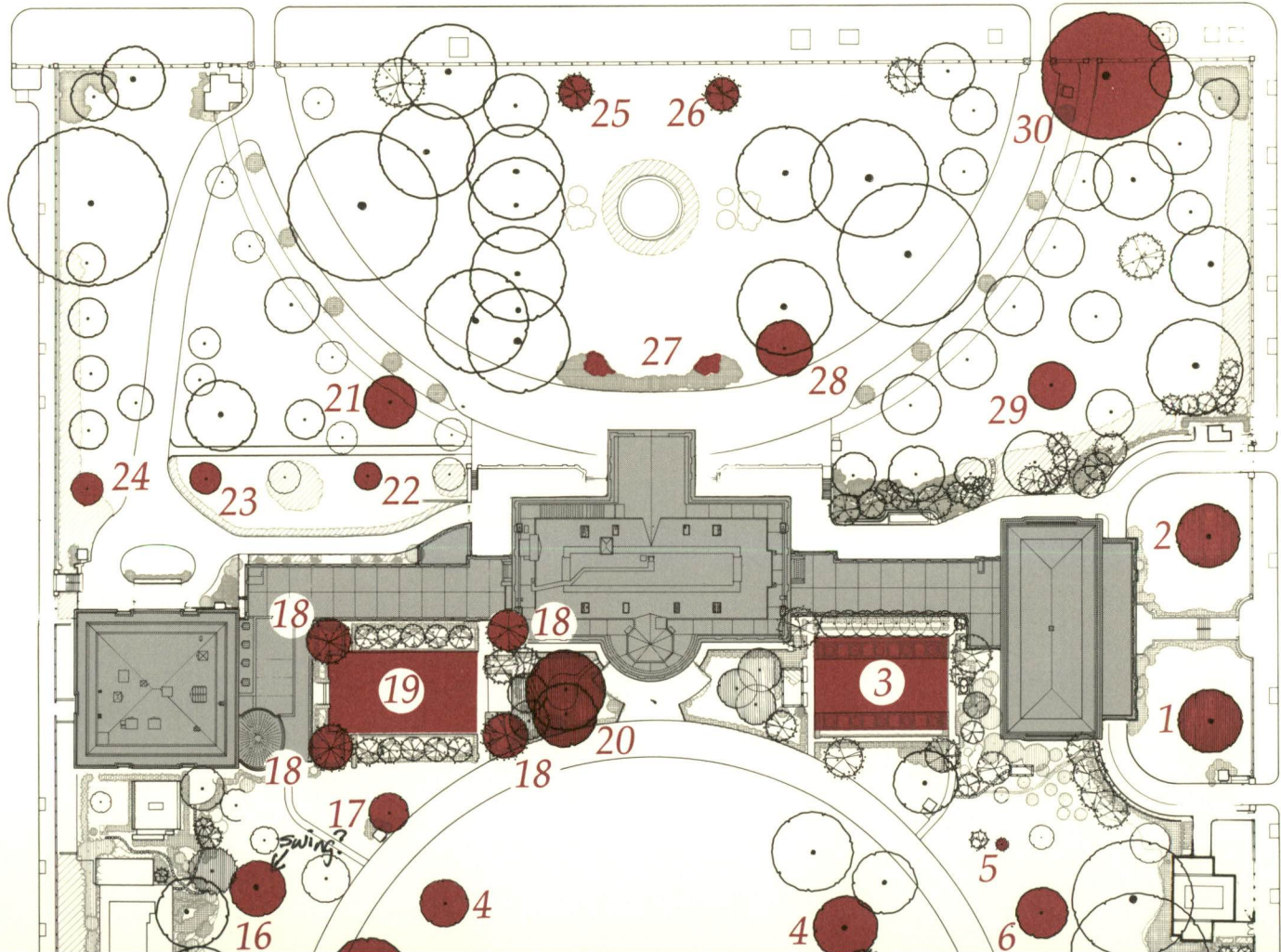
a view from the

The White F

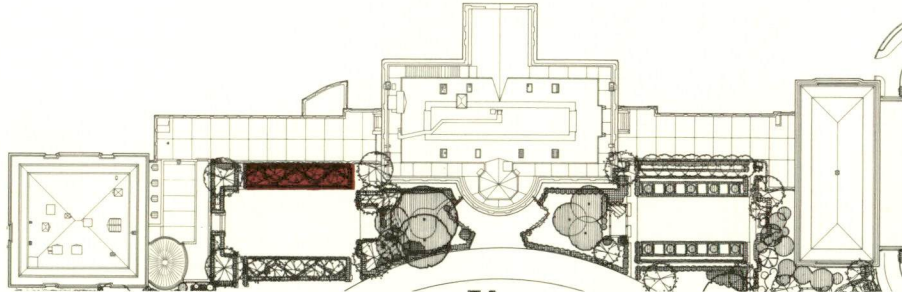


ouse Grounds

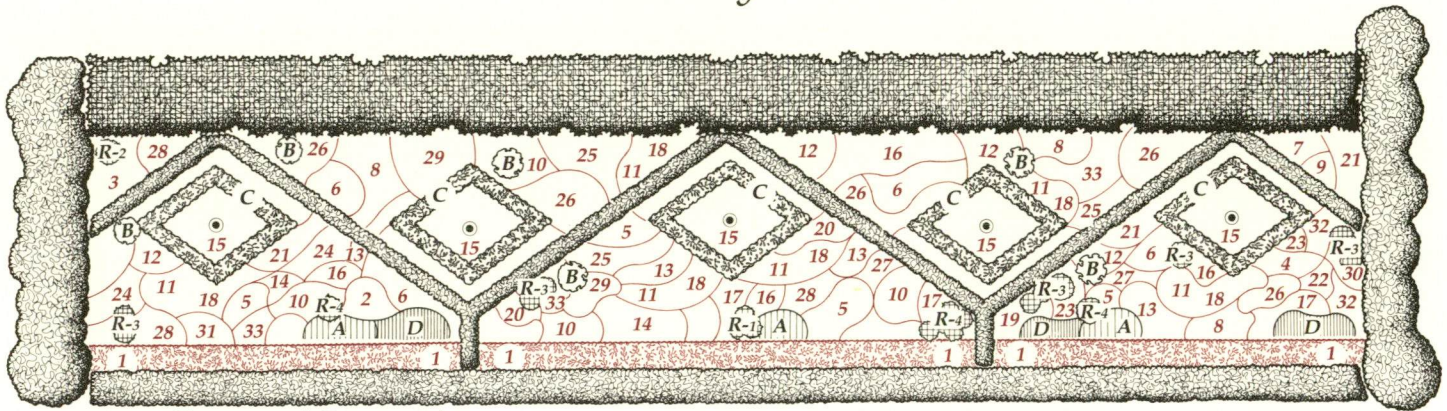




Pennsylvania Avenue



Key



Roses and Perennials

- R1 TEA ROSE
- R2 ROSE
- R3 ROSE
- R4 SHRUB ROSE
- A. CATNIP
- B. PLANTAIN LILY
- C. LAVENDER COTTON
- D. GARDEN PINKS

- Rosa* hybrid tea 'Nancy Reagan'
- Rosa floribunda* 'Pat Nixon'
- Rosa grandiflora* 'White Lightning'
- Rosa* hybrid 'Sea Foam'
- Nepeta cataria*
- Hosta sieboldiana* 'Elegans'
- Santolina chamaecyparissus*
- Dianthus plumarius* 'Boutonniere'

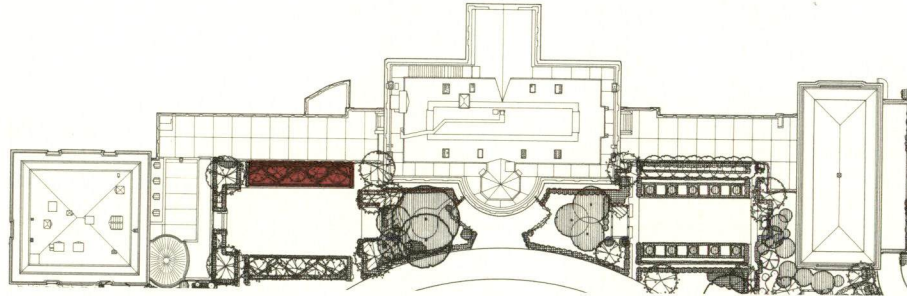
- Coral Pink
- Burgundy red
- White
- White
- Lavender Blue July-Aug.
- White on 2' spikes July-Aug.
- Gray-green foliage
- White July-Aug.

Spring

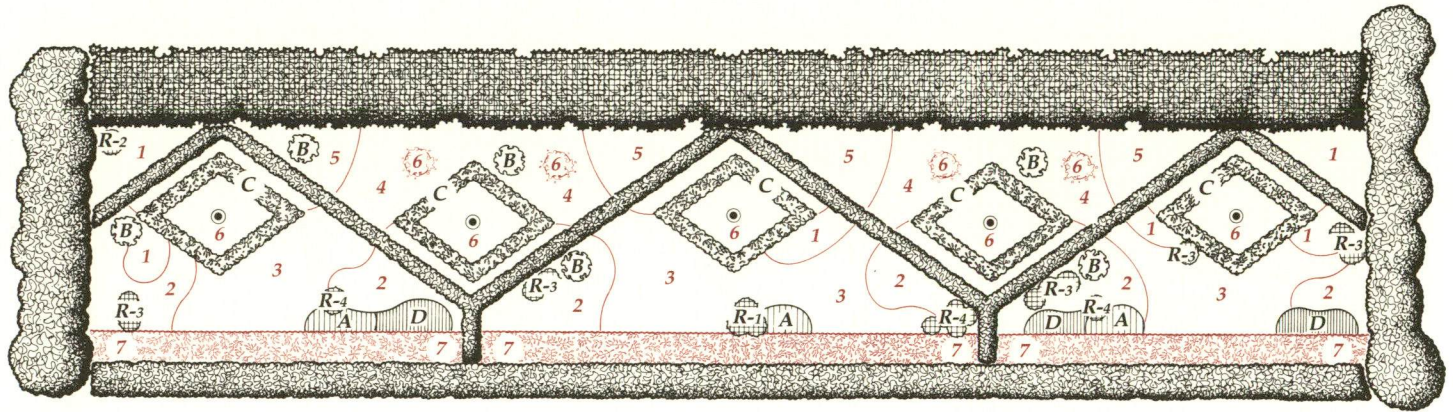
Seasonal Plantings

1. GRAPE HYACINTH	Muscari botryoides	Violet-Blue	April-May
2. FOSTERIANA TULIP	Tulipa fosteriana 'Purissima'	Pure White	Early April
3. FOSTERIANA TULIP	Tulipa fosteriana 'Red Emperor'	Flaming Red	Early April
4. DARWIN HYBRID TULIP	Tulipa 'Apeldoorn'	Cherry Red	April
5. DARWIN HYBRID TULIP	Tulipa 'Dover'	Red	April
6. DARWIN HYBRID TULIP	Tulipa 'Gudoshnik'	Yellow-Red	April
7. DARWIN HYBRID TULIP	Tulipa 'Golden Oxford'	Golden Yellow	April
8. DARWIN HYBRID TULIP	Tulipa 'Oxford'	Scarlet Red	April
9. DARWIN HYBRID TULIP	Tulipa 'Ivory Florendale'	Pure White	April
10. DARWIN HYBRID TULIP	Tulipa 'President Kennedy'	Deep Yellow	April
11. DARWIN HYBRID TULIP	Tulipa 'Jewel of Spring'	Cream w/red edges	April
12. GREIGII TULIP	Tulipa greigii 'Bokara'	Deep orange red	April-May
13. GREGII TULIP	Tulipa greigii 'Oriental Splendor'	Red, Yellow	April-May
14. LILY-FLOWERED TULIP	Tulipa 'Queen of Sheba'	Red w/gold margin	April-May
15. LILY-FLOWERED TULIP	Tulipa 'White Triumphator'	Pure white	April-May
16. COTTAGE TULIP	Tulipa 'Bond Street'	Lemon yellow-red	May
17. COTTAGE TULIP	Tulipa 'Ivory Glory'	White	May
18. COTTAGE TULIP	Tulipa 'Mrs J.T. Scheepers'	Yellow	May
19. DARWIN TULIP	Tulipa 'Aristocrat'	Dark violet	May
20. DARWIN TULIP	Tulipa 'Eclipse'	Red	May
21. DARWIN TULIP	Tulipa 'Florence Nightengale'	Vermilion Red	May
22. DARWIN TULIP	Tulipa 'Flying Dutchman'	Fire Engine Red	May
23. DARWIN TULIP	Tulipa 'Glacier'	White	May
24. DARWIN TULIP	Tulipa 'Golden Niphetos'	Creamy Yellow	May
25. DARWIN TULIP	Tulipa 'Niphetos'	Yellow, white edges	May
26. DARWIN TULIP	Tulipa 'Queen of the Bartignons'	Salmon-pink	May
27. DARWIN TULIP	Tulipa 'Sweet Harmony'	Lemon Yellow	May
28. DARWIN TULIP	Tulipa 'White Jewel'	White	May
29. DARWIN TULIP	Tulipa 'Zwanenburg'	White and Black	May
30. PARROT TULIP	Tulipa 'Black Parrot'	Blue Black	May
31. PARROT TULIP	Tulipa 'Blue Parrot'	Dark Violet	May
32. PARROT TULIP	Tulipa 'Fantasy'	Pinkish-green	May
33. PARROT TULIP	Tulipa 'Orange Favorite'	Bright Orange	May

Pennsylvania Avenue



Key



Summer

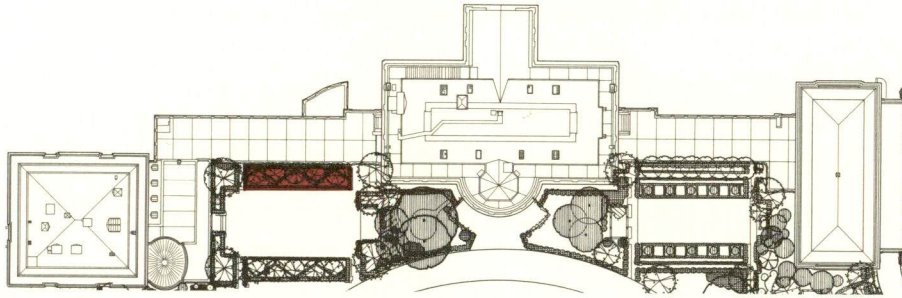
Roses and Perennials

R1	TEA ROSE	<i>Rosa hybrid tea 'Nancy Reagan'</i>	Coral Pink	
R2	ROSE	<i>Rosa floribunda 'Pat Nixon'</i>	Burgundy red	
R3	ROSE	<i>Rosa grandiflora 'White Lightning'</i>	White	
R4	SHRUB ROSE	<i>Rosa hybrid 'Sea Foam'</i>	White	
A.	CATNIP	<i>Nepeta cataria</i>	Lavender Blue	July-Aug.
B.	PLANTAIN LILY	<i>Hosta sieboldiana 'Elegans'</i>	White on 2' spikes	July-Aug.
C.	LAVENDER COTTON	<i>Santolina chamaecyparissus</i>	Gray-green foliage	
D.	GARDEN PINKS	<i>Dianthus plumarius 'Boutonniere'</i>	White	July-Aug.

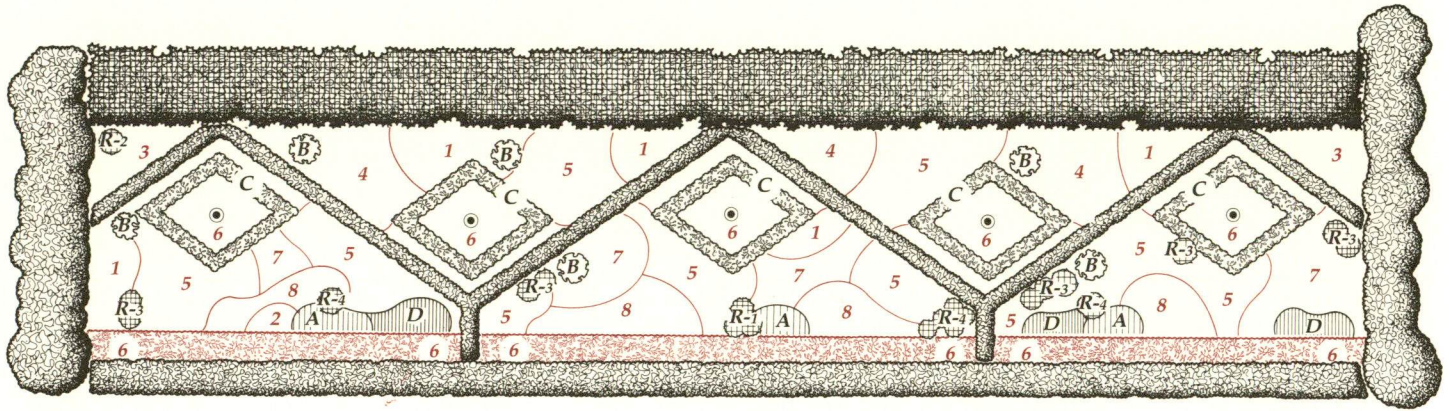
Seasonal Plantings

1.	BLUE SALVIA	<i>Salvia farinacea 'Blue Bedder'</i>	Violet-Blue	June-Aug.
2.	GARDEN GERANIUM	<i>Pelargonium x hortorum 'Snow Mass'</i>	White	June-Aug.
3.	GARDEN GERANIUM	<i>Pelargonium x hortorum 'Sincerety'</i>	Red	June-Aug.
4.	FANCY-LEAVED CALADIUM	<i>Caladium x hortulanum 'Candidum'</i>	White Leaf	June-Aug.
5.	FANCY-LEAVED CALADIUM	<i>Caladium x hortulanum 'Frieda Hemple'</i>	Red Leaf	June-Aug.
6.	IMPATIENS	<i>Impatiens wallerana 'Super Elfin White'</i>		June-Aug.
7.	HELIOTROPE	<i>Heliotropium arborescens</i>	Purple	May-June
8.	DUSTY MILLER	<i>Senecio leucostachys</i>	White foliage	July-Aug.

Pennsylvania Avenue



Key



Fall

Roses and Perennials

R1 TEA ROSE	<i>Rosa hybrid tea 'Nancy Reagan'</i>	Coral Pink	
R2 ROSE	<i>Rosa floribunda 'Pat Nixon'</i>	Burgundy red	
R3 ROSE	<i>Rosa grandiflora 'White Lightning'</i>	White	
R4 SHRUB ROSE	<i>Rosa hybrid 'Sea Foam'</i>	White	
A. CATNIP	<i>Nepeta cataria</i>	Lavender Blue	July-Aug.
B. PLANTAIN LILY	<i>Hosta sieboldiana 'Elegans'</i>	White on 2' spikes	July-Aug.
C. LAVENDER COTTON	<i>Santolina chamaecyparissus</i>	Gray-green foliage	
D. GARDEN PINKS	<i>Dianthus plumarius 'Boutonniere'</i>	White	July-Aug.

Seasonal Plantings

1. BLUE SALVIA	<i>Salvia faranacea 'Blue Bedder'</i>	Violet-Blue	June-Aug.
2. LADYS MANTLE	<i>Alchemilla speciosa</i>	Yellowish-green	June-Aug.
3. TALL BUTTON MUM	<i>Chrysanthemum 'Bronze Dot'</i>	Yellow w/red ctr.	Sept.-Oct.
4. GIANT HARVEST MUM	<i>Chrysanthemum 'Indian Summer'</i>	Red Bronze	Sept.-Oct.
5. TUBULAR PETAL MUM	<i>Chrysanthemum 'Joanette'</i>	White Fiji	Sept.-Oct.
6. CUSHION MUM	<i>Chrysanthemum 'Penguin'</i>	White	Sept.-Oct.
7. GIANT HARVEST MUM	<i>Chrysanthemum 'Pumpkin'</i>	Orange	Sept.-Oct.
8. CUSHION MUM	<i>Chrysanthemum 'Rollcall'</i>	Dark Bronze	Sept.-Oct.

Few places provide such a sense of the continuity of American history as the grounds of the White House. All our Presidents except George Washington have lived and worked on this knoll overlooking the Potomac. And it was Washington himself who selected the site allowing for extensive grounds which would be landscaped as the "President's Park."

John Adams, the second President, moved into the mansion in the fall of 1800, describing the grounds as a barren expanse strewn with building rubble and abandoned brick kilns. Thomas Jefferson first planned the landscape of the grounds when he followed Adams to the White House in 1801. John Quincy Adams, inaugurated in 1825, took special interest in the grounds. He employed a full-time gardener and developed extensive plantings, some of which he set out himself. A stately American elm planted by him still flourishes in the south grounds, the oldest of some 25 commemorative trees planted by Presidents throughout the past.

All of our Presidents and First Ladies have been, in a sense, avid gardeners. Each has made a mark on the grounds of the White House. Jefferson installed the two mounds on the south as visual barriers to give privacy to the house; the ancient magnolia trees to the left of the south front were brought in the 1830's from Andrew Jackson's beloved home in Tennessee; Andrew Johnson built the first fountain on the south side in 1867 while his successor Ulysses Grant built the first on the north in 1873.

A conservatory and greenhouses, begun in 1857, had expanded onto the south and west grounds by the late 19th century. Providing flowers and plants for the mansion and a place of privacy for White House families, they were removed in 1902 to make way for the construction of the west wing offices.

Early in the 20th century, as the city of Washington grew closer to the venerable President's Park, the grounds took on a more stately appearance with the introduction of numerous evergreen trees and shrubs to preserve the remote and pastoral character the house had known since it was built. On the north was developed an open grove, largely of elm trees, shading the lawn that stretches from Pennsylvania Avenue to the mansion, while on the south deep borders of trees were planted, flanking the open carpet of lawn that slopes toward the Potomac River.

The spectacular view to the south was planned in 1935 by the Olmstead brothers at the request of Franklin D. Roosevelt in anticipation of the building of the Jefferson Memorial. Numerous trees were removed from the end of the lawn to allow for a full vista to the Memorial and the Virginia landscape beyond.

At the present time the White House grounds contain over 500 trees and some 4000 shrubs on approximately 18 acres. It retains the lawn to the north, and the great open greensward to the south, with newer and more intimate gardens of a formal character next to the house. To the east is the Jacqueline Kennedy Garden with topiary holly trees, seasonal flowers and herbs, and a grape arbor. On the west between the mansion and the west wing is the celebrated Rose Garden, now because of its ceremonial functions one of the most famous gardens in the world. Its plan is based on a traditional 18th century American garden.

For all their timelessness, the White House gardens receive the constant use and enjoyment of the occupants of the house and the staff, as well as many Americans who visit in person and those who view the grounds through television coverage of various events. For the reception of foreign dignitaries by the President, the south grounds of the White House become a colorful stage. The President and visitor exchange greetings before a large crowd of guests and a military honor guard.

On Easter Monday, the President and First Lady open the gates to throngs of children, who come to the traditional Easter Egg Roll. This originally started at the Capitol, and was moved to the White House by President Hayes in 1879. The presence of children in the ongoing story of the White House is also commemorated today in the Children's Garden, created in 1969, which is located in the groves on the west side of the south lawn. It contains impressions in bronze of the hands and feet of children and grandchildren who have lived in the White House in past years.

Gardens are living things. They do not survive without care and constant improvement. The White House grounds are not restorations and recreations of something lost, but themselves have lived in a sense always new for the better part of 200 years. In this respect they are among the most unique monuments to the American past.



*The President's
Environmental
Youth Awards*

*1991
National Ceremony*

*United States
Environmental Protection Agency*



"There are two things that are permanent in this country, two things that we pass on from generation to generation without speaking of our pride, or their preciousness. One is the treasure of our minds and hearts. The other is the treasure of our land — the environment."

President George Bush

The President's Environmental Youth Awards Program is one way of recognizing significant achievement as our young people, the future caretakers of this earth, become involved in their communities. Congratulations to this year's winners. We applaud you and all the award candidates, and we are deeply grateful for your fine efforts."

*William K. Reilly
Administrator*



The President's Environmental Youth Awards

Program

Opening Remarks

Lewis S. W. Crampton
Associate Administrator for
Communications, Education and Public Affairs
U.S. Environmental Protection Agency

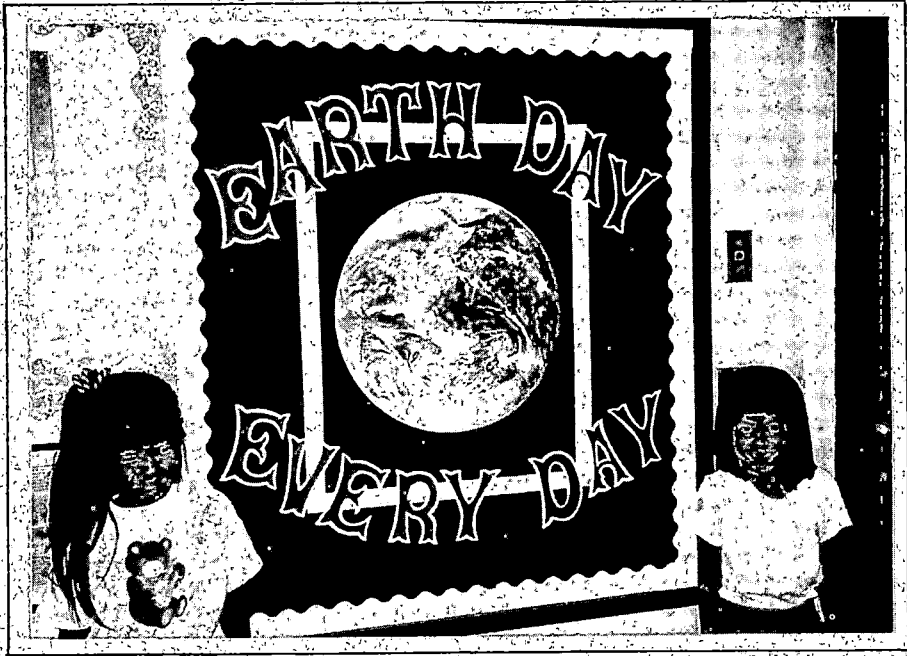
Introduction

The Honorable William K. Reilly
Administrator
U.S. Environmental Protection Agency

Address and Presentation of Awards

The Honorable George Bush
President of the United States

*Tuesday, November 5, 1991
Washington, D.C.*



Young people are the future caretakers of our environment. Since 1971, the Environmental Protection Agency has sponsored the President's Environmental Youth Awards Program. The program has two components: the regional certificate program and the national awards competition. Regional certificates are awarded by each of the ten EPA regions. One outstanding project from each region is selected for national honors.

Young people from every state are invited annually to participate in the awards program which is aimed at encouraging individuals, school classes, summer camps, public interest groups, and youth organizations to promote environmental awareness and positive community involvement.

This year, the President of the United States honors those young people whose projects have produced the most significant environmental gains.

1991 Award Winners

Region 1

Ipswich Middle School Student Environmental Group

Ipswich, Massachusetts

Sponsor: Michael P. Cahill

Since 1989, the Students Against Vandalizing the Earth (SAVE) group of Ipswich Middle School has spearheaded efforts to expand the state's reuse of glass containers. The students circulated petitions, and six members spent a day of their vacation testifying at the State House in Boston on supporting an expanded state bottle deposit law. In addition, they raised funds which were used to purchase and protect several acres of rainforest in Belize.

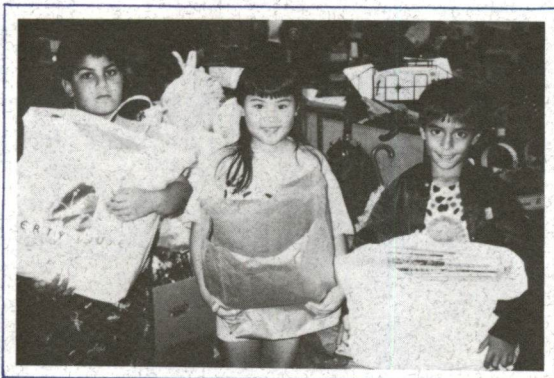
Region 2

Nazia Quraishi

Bayonne, New Jersey

Sponsor: Francine McLaughlin

Nazia Quraishi's project, "Cleaning Up Oil Spills in Our Waterways", consisted of a series of experiments, interviews and demonstrations that helped her investigate the damage and cleanup of oil spills. Three experiments were developed with graphic charts to show her findings. Experiment A compared various material absorption rates of oil in fresh and salt water, Experiment B measured the amount of oil reclaimed from gravel using a variety of cleaning substances, and Experiment C compared oil absorption by animals and the environment.





Region 3

Justin Kingery

Bob White, West Virginia

Sponsor: Pamela Atha

Fifth grader Justin Kingery motivated change in his community in the use of environmentally safe and recyclable products. He developed a man-made fertilizer using human hair and published the results in local newspapers. He has been contacted by many gardeners who have used and are encouraged by his methods. He also conducted and published a community-wide survey of products used in the home, thereby raising individual consciousness. Justin petitioned the County Board of Education to use environmentally safe and recyclable products, which resulted in a resolution being passed effecting this change.

Region 4

McDonald Elementary Science Club

Mohawk, Tennessee

Sponsor: Pat Carpenter

The 13 members of the McDonald Elementary School Science Club sponsored programs promoting energy awareness and energy conservation during National Energy Awareness Month (October). As part of a "Create an Energy Calendar" contest, students in grades 3-8 designed and sold energy conservation calendars. They also set up exhibits on solar energy at local shopping malls, taught a series of courses on conservation, and sponsored an aluminum recycling campaign. Money raised was placed in a fund to sponsor future energy contests and activities.

Region 5

Eric Champlin

North Canton, Ohio

Sponsor: Mary Fiala

St. Paul Elementary student Eric Champlin conducted an extensive study of the barn owl, an endangered species. He solicited for barns by placing ads in local papers, constructed wooden nesting boxes, and included barn owl tapes for attracting owls during mating season. His "Adopt-A-Barn Owl" sponsor program solicits a donation, after which Eric constructs and places a nesting box in a barn. Eric continues to educate the public by producing a quarterly publication reporting progress and owl sightings. Seventeen nesting boxes are presently being monitored.

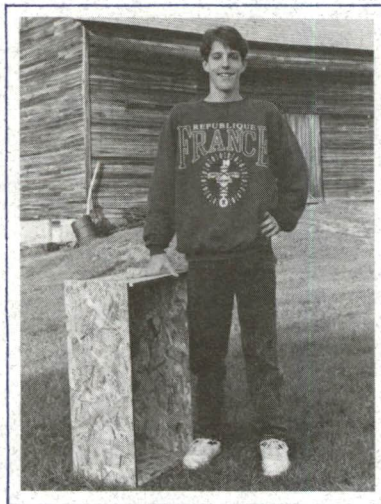
Region 6

Project F.U.R. (Fight Urban Runoff)

New Orleans, Louisiana

Sponsor: Sue Ellen Lyons

Project F.U.R. was launched by a team of students from Holy Cross High School. The students campaigned actively and effectively to increase public awareness about how actions such as misuse of pesticides and the dumping of used motor oil polluted Lake Ponchartrain. Part of the project involved stenciling storm drain covers with a logo to remind local residents that substances which go into the storm sewers contribute to the pollution of the lake.



Region 7

Schuyler FFA Chapter

Schuyler, Nebraska

Sponsor: Thomas L. Wheeldon

The closing of the city landfill inspired the Schuyler FFA Chapter to create the “Earth Care — Because We Care” project to promote recycling and conservation practices to protect and enhance our environment. They established and operated a community recycling center. They designed a five-year groundwater protection plan for the community using alumni, local farmers, and various organizations. They produced and implemented a school enrichment program using demonstration projects and displays. Presentations were taped and broadcasted repeatedly, including coverage on state-wide Nebraska Educational Television. They purchased nitrate inspection kits and conducted free sampling of rural wells as part of an overall survey on chemical application and land usage.

Region 8

Kids Organized to Protect our Environment (KOPE)

Salt Lake City, Utah

Sponsor: Sheri Sohm

“Kids Organized to Protect our Environment” (KOPE) club began a campaign to rescue a historic creek in their neighborhood. The city-owned property had deteriorated into a local dump. The kids spoke to community councils and held student conferences at school to enlist support to save the area from commercial development. To restore it as a natural park, they persuaded designers to include it in the City’s new open space plan, won Planning Commission approval for protective zoning, and received two community grants to develop the area into an outdoor classroom, easily accessible to inner-city schools.

Region 9

Mililani Uka Elementary School

Mililani Town, Hawaii

Sponsor: Patricia T. Yorioka

Second grade classes, F-1 and F-3, at Mililani Uka Elementary School, developed a course of study called "Earth Day, Every Day". The course included plant and animal habitats; energy resources and recycling; and air, land, and water issues. Projects included field trips, a recycling project, protecting 4.1 acres of Guatemalan Rainforest, building bird feeders, and creating a compost heap. The compost project not only taught students what things decompose and what things do not, it produced fine soil for planting two olive trees on the school campus.

Region 10

Mountain View Elementary School

Anchorage, Alaska

Sponsor: Cheryl Hilmes

Fifth graders at the Mountain View Elementary School created an extensive recycling project called "Project Need". After involving more than two dozen other classrooms, the students began a major waste minimalization and recycling program for aluminum, cardboard, milk cartons, newspaper, and other products. These students participated in hearings on state legislative proposals regarding incentives for reuse and recycling. "Project Need" has doubled the amount of materials recycled since January 1991. Proceeds from their recycling efforts go toward such community activities as the Salvation Army Senior Citizen Nutrition Program.



Office of Environmental Education

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