

THE WHITE HOUSE

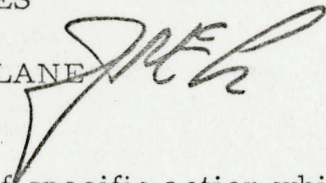
WASHINGTON

October 20, 1971

MEMORANDUM FOR DICK FAIRBANKS
JIM BARNES

FROM:

JAMIE McLANE

A handwritten signature in dark ink, appearing to read 'JMcL', is written over the printed name 'JAMIE McLANE'.

The attached points out the kind of specific action which should be awarded the President's Environmental Merit Award.

Attachment

Students point way in ecology

The Sundial

Huntington Beach, Calif.

How do you go about curbing pollution of a large area — the Pacific Ocean, for instance?

High-school students here met the challenge. They were concerned about what pollution of the ocean was doing to their beautiful sandy beach, one of the finest on the West Coast and scene of last year's world-championship surfboard contests. Three storm drains were carrying waste out into the ocean, which at high tide returned to litter the beach with an unsightly accumulation of debris.

When representatives of newly formed antipollution leagues of two high schools went before the city council to ask that the condition be corrected, their appeal met only indifference from city fathers already beset by what they considered much more pressing problems.

Undaunted, the students retired to plan their second appearance before the council. This time they carried a box of waste paper, bottles, and trash picked up on the beach. They pointed out to the council that this was more than a question of litter spoiling the appearance of the beach; jagged tin cans and bottles were a real hazard, not only to surfers, but to children and bathers.

Here was a serious problem that would have to be solved sometime — why not start now? What better place to start an ecology movement than on the beach, the city's greatest asset and attraction?

On motion of a councilwoman, the students were appointed to a special "ecology council," which would investigate and report. In cooperation with the city engineer and

director of harbors and beaches, rough drawings were made of traps and catch basins to prevent waste from ever reaching the ocean. Local stores were checked for estimated cost of materials.

Going back to the council for a third time, armed with diagrams and cost estimates, the students convinced the council. Funds were allocated for the project.

The young people offered to help with actual construction but were assured by the director of public works that their plans would be used by the regular city crew.

Who says "you can't fight city hall"?

R.W.

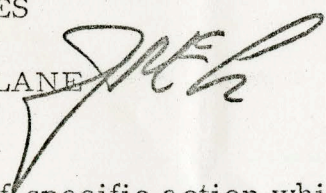
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Award

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November 11, 1971

MEMORANDUM FOR JIM BARNES

FROM: JAMES W. McLANE

SUBJECT: President's Environmental
Merit Awards Program

I have attached copies of the picture of Bill Ruckelshaus with the President when we launched the President's Environmental Merit Awards Program. You should try to spread these photographs around as widely as possible in order to insure maximum public relations value.

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PRESERVATION COPY

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To

Deletion noted on

p. 1

RWF

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MEMORANDUM FOR: THE PRESIDENT

FROM: CHARLES W. COLSON

SUBJECT: Meeting with William Ruckelshaus
October , 1971
(10 minutes)
Oval Office

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To personally associate the President with the most popular issue with high school youth--ecology/pollution control--by launching the President's Environmental Merit Awards Program.

II. BACKGROUND, PARTICIPANTS, PRESS PLAN

A. Background: The meeting was requested by Charles W. Colson and John Whitaker to review the public relations material of the President's Environmental Merit Awards Program.

B. Participants: The following will participate in the meeting:

William Ruckelshaus, Administrator, EPA
John Whitaker

C. Press Plan: Brief photo opportunity of President and Bill Ruckelshaus with poster and booklet.

Bill Ruckelshaus and John Whitaker will meet with the press in the press room after the meeting to discuss the program and answer questions.

III. POINTS OF DISCUSSION

A. The President's statement at the beginning of the pamphlet (Tab A).

B. The purpose and operation of the program (Tab B).

(RR) I fully endorse projects having a high self-participation, self-education component. Young Americans who have committed themselves to responsible, constructive environmental service in their own communities should be rewarded for their efforts. I hope these awards will be sought by many of the nation's high school students.

Life... Pass It On

Participation in *The President's Environmental Merit Awards Program* offers every high school in the nation—regardless of its location or student enrollment—an opportunity to:

...encourage responsible involvement of young Americans in meeting the challenge of environmental problems

...focus attention on their positive contributions to the environment and provide a means of recognizing their achievements

...expand the educational impact of school activities to the community as a whole

...demonstrate relevance of educational experience to local, regional and national needs.

Reproduced at the Richard Nixon Presidential Library and Museum



PASS IT ON.

**The
President's
Environmental Merit Awards Program**

To Say 'Thank You'...

Never have the Nation's young people responded so enthusiastically as today to the challenges and needs of our society. In particular, I have been impressed by the thousands of letters I have received from young people who want to join our national effort to reclaim, protect and preserve our natural inheritance. Environmental programs sponsored by high school students can play an important part in this vital effort.

To help encourage such programs, and to give deserved recognition to the achievements of those who participate, I have initiated the President's Environmental Merit Awards Program. Through it, America will have a chance to say "thank you" to the hard-working young people who give their time and their

energy to the great goal of a better environment for everyone.

We have purposely made the program flexible so that every student will be encouraged to participate and so that those who do will receive recognition for their constructive and responsible contributions.

The program will be administered locally—assuring that the efforts of our young people will be relevant to individual community needs and special problems.

It is my sincere hope that every high school principal in America will share enthusiastically in the program—in the same fine spirit of its theme: "Life—Pass it on."

October 25, 1971

Richard Nixon



Youth And The Environment

Educational leaders, environmental specialists and ecological experts agree that the most important step in the restoration and preservation of our environment is to create an acute awareness and a deep understanding of it.

Secondary schools are a vital link to the future of the environment. The total scope of knowledge high school students will bring to the world; the level and degree of their participation, involvement and awareness right now will help solve—or, unhappily, intensify—the life systems problems that threaten man's very existence.

America's young people have been in the vanguard of concerned citizens rising to meet the grave challenge of environmental renewal. Their enthusiasm and energies have been inspired and encouraged by the nation's dedicated corps of school principals, teachers and student advisors.

The President of the United States believes that the great work of our high school faculties and the remarkable follow through of their students in environmental achievements deserves continuing encouragement and recognition at the national level.

The President's Environmental Merit Awards Program will not only recognize those achievements but will provide schools with an important vehicle for expanding the reach of their environmental education and awareness influence to the entire community.



The President of the United States

Presents This

Certificate of Merit

To

James Lane

*for service to the community and the nation
through environmental protection achievement.*

*The White House
Washington, D.C.*

(Sample Certificates—actual size is 9½" by 11½")



The President of the United States

Presents This

Award of Excellence

To

Patricia McKee

*for outstanding achievement in
environmental protection services.*

*The White House
Washington, D.C.*

The Awards Program

The President's Environmental Merit Awards Program is a nationwide endeavor to recognize the activities and achievements of high school students who have committed themselves to constructive environmental service:

1) The President's Environmental Merit Award will be presented to students who take an active part in the program itself.

2) The President's Special Award for Environmental Excellence will be presented for major individual and group achievements.

It is an ongoing program—starting with the current scholastic year and carrying through the summer months to succeeding school years. It provides for recognition of students' environmental service both in classroom-related and extra-curricular activities.

Administration

To assure that the program will be relevant to community needs and special problems, it will be administered locally—including awards criteria, project guidance, evaluation and presentation of awards.

An Awards panel, comprised of faculty, student and community representatives, will be appointed by the individual high school principal.

Participation and Eligibility

The program is designed to encourage the highest degree of student participation and involvement at every level of scholastic competence. Therefore, the school's panel is free to designate any responsible project—individual, group or class—as being eligible for these awards.

Cooperative projects between school and community groups, local clubs and youth organizations particularly should be encouraged, with the end objective of achieving total community involvement and awareness.

Awards Guidelines

Using local and regional criteria, the Awards Program will cover four general areas of activity:

1) Educational Achievement—environment-related classroom and homework in the sciences, languages, economics, literature, history, arts and crafts and other studies where applicable. The category includes self-motivated special studies, research, theme papers and educational pilot projects.

2) Environmental Awareness Action—Communications activities designed to broaden the scope of influence. The category includes advising and tutoring children's groups, contributing newspaper and magazine articles, writing letters, designing posters and other promotional material, speech and debate activities, music and drama, preparation and distribution of educational literature.

3) Community Service—direct involvement in any way with any local or regional environmental project.

4) Public Affairs—representation at public hearings and town meetings; youth government projects; correspondence with local and state governing bodies and officials; other student-governmental opportunities as provided by local service clubs and organizations.

There are four general areas of concern:

**Planning
Preservation
Control
Restoration**

These are basic to any environmental program—whether the subject deals with water, land, air, transportation, urban, suburban or rural development.

Planning provides the structure,

priorities and direction. Preservation, control and restoration represent the follow through action.

Merit Awards projects should be established and judged on the relative involvement of the student, group or class—ranging from assigned studies, through self-motivated effort, to extensive community service and governmental participation.

Since any one project could cross over into several areas of activity, the degree of student involvement would be judged accordingly.

Sample Activities

The following outlines briefly review possible topics in the four Award categories, and illustrate how specific projects can be related to the concern areas of Planning, Preservation, Control and Restoration.

Educational Achievement

—*Information projects designed for in-school use.*

In addition to regularly assigned class work, individual or group activities in this category could include: conducting pollution surveys, gathering watershed analysis data, developing inventories of consumer habits, studying government and legislative processes and performing environment-related academic work.

—*Related Activities:*

...*planning:* Historical surveys and comparative analysis of environmental legislation (history or social studies class).

...*preservation:* Camera contests based on environmental preservation topics (photography club).

...*control:* Local pollution control topics developed for assemblies (Key club).

...*restoration*: Exhibits, models and pilot programs for vest pocket parks, reforestation, land, air or water reclamation (entire school).

Environmental Awareness Action

—*Information projects designed to expand community awareness.*

This category dovetails with Achievement activities, accenting public relations and communication. Additional projects may include: presentations at community meetings; articles in local newspapers; sponsorship of ecology fairs and art exhibits; working with younger children on tutorial environmental projects.

—Related Activities:

...*planning*: Locate or develop materials on environmental education for use by local civic organizations (social and civic clubs).

...*preservation*: Present programs on wildlife conservation (drama, music, arts and crafts clubs).

...*control*: Conduct a science fair based on means of curbing local pollution (science club).

...*restoration*: Conduct and publish a community attitude survey on environmental restoration (school newspaper).

Community Service

—*Responsible and constructive environmental action projects involving the community.*

This category could include service in restoring streams to their natural state, eliminating vermin, cleaning up litter, landscaping a park, campaigns to eliminate civic ugliness and any activity which improves the social, aesthetic or physical environs of the community. Students might help operate a recycling program, or work with local service agencies on environmental problems.

—Related Activities

...*planning*: Assist Chamber of Commerce in local land use survey (business education department).

...*preservation*: Staff a community environmental information services center (English department).

...*control*: Participate in community pollution monitoring projects (vocational educational department).

...*restoration*: Beautification projects (art department).

Public Affairs

—*Direct involvement in and contribution to governmental processes.*

This category would include attending public hearings; presenting environmental data to zoning boards, sewage districts, planning authorities, and utility commissions; conducting pilot projects for the local planning commission; encouraging local governments to adopt sound environmental protective legislation.

—Related Activities

...*planning*: Assist highway planning authorities in transportation surveys (civic club, math club).

...*preservation*: Work with local authorities to establish a park sanctuary or wildlife refuge (botany and biology classes).

...*control*: Assist local, state and federal authorities in maintenance of monitoring stations (physics club).

...*restoration*: Participate in urban, suburban and rural renewal projects (entire school).

The Awards Panel

Key to the success of the Merit Awards Program is the school-student-community panel appointed by the principal.

The panel will:

...Set guidelines and criteria for the program based on local environmental problems and needs.

...Establish Award categories with realistic achievement goals.

...Counsel students on individual and group participation; help them set attainable goals.

...Evaluate results of student involvement and achievement and determine level of Award to be presented—that is, *The President's Environmental Merit Award* or *The President's Special Award for Environmental Excellence*.

...Make arrangements for appropriate Awards ceremonies.

Awards Eligibility

All students whose programs attain an identifiable degree of success—including regularly assigned class work relating to the environment—will be eligible for a *President's Environmental Merit Award*.

Extraordinary student achievement beyond the school room may be judged eligible for the higher degree of recognition.

The President's Special Award for Environmental Excellence, as well as possible local special awards, might also be presented to faculty advisors and community leaders for outstanding service to the program and to participating students.

Criteria and Program Evaluation

The major premise for all criteria is the responsible and constructive contribution the program or project has made to the quality of life within the community.

All programs—whether they involve a single student or a group; affect one person or the entire community; whether short or long term—should be evaluated in relation to the objectives originally established for them and the positive results obtained.

—Objectives

...Did the program or project set

realistic, attainable goals?

...Were the objectives specified at the planning stage?

...Were they geared to local needs? ...Was the program designed to involve other community interest groups?

...If the program sought to change local attitudes or behavior: what indicators of long or short term success were established?

—Results

...Were the objectives met?

...To what degree did the program or project help the school or community?

...Can the program or project be repeated? By other students? In other locations?

...Has the activity resulted in a continuing program? Does it include plans for implementing constructive recommendations?

...To what extent were others in the school or community involved and/or influenced?

Enroll Your School

Completion of the enclosed card will identify your school as a Merit Awards Program participant.

Those schools responding will be sent additional supporting materials to encourage the continuation and growth of this important high school endeavor.

Two federal agencies are primarily concerned with the support and growth of the Awards program:

Environmental Protection Agency
Public Affairs Office
Washington, D.C. 20460

Office of Education
Environmental Education Office
Washington, D.C. 20202



Informational Resources

There are an increasing number of national, regional and local organizations concerned with environmental affairs. Private as well as governmental agencies at all levels offer a wide variety of resource information. Local libraries and environmental groups are a primary source of information and bibliographies during initial project development.

PURPOSE AND OPERATION OF
PRESIDENT'S ENVIRONMENTAL MERIT AWARDS
PROGRAM

The President's Environmental Merit Awards Program will make it possible for students of the nation's high schools to receive recognition for individual or group projects that benefit the environment. Opportunity to participate in the program is being offered to some 38,000 public and private high schools across the country.

All students who undertake and complete a responsible environmental service project will receive a Presidential Certificate of Merit. A Presidential Award of Excellence will be given to individuals or groups whose projects deserve special recognition. Panels made up of student, faculty, and community representatives will administer the program. National support for this program will be provided through the Environmental Protection Agency and the Office of Education.

Individual or group activities can be undertaken in four broad areas:

Education - Possible activities could be to conduct pollution surveys, to gather watershed analysis data, to develop inventories of consumer habits or to study government and legislative processes.

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October , 1971
(10 minutes)
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Bill Ruckelshaus [redacted] will meet with the press in the press room after the meeting to discuss the program and answer questions.

III. POINTS OF DISCUSSION

A. The President's statement at the beginning of the pamphlet (Tab A).

B. The purpose and operation of the program (Tab B).

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October 27, 1971

MEMORANDUM FOR H. R. HALDEMAN

THROUGH: CHARLES W. COLSON

FROM: JAMIE McLANE

I recommend you send the attached note to Frank Leonard, giving him a "well done" for his efforts in behalf of the President's Environmental Merit Awards Program.

Attachment

Dear Frank:

Just a quick note to say thank you for your outstanding work in behalf of the President's Environmental Merit Awards Program. This product is excellent, particularly the way you have captured the President and young people in the front of the booklet.

Sincerely,

**H. R. Haldeman
Assistant to the President**

**Mr. Frank Leonard
1112 Sixteenth Street, N. W.
Washington, D. C. 20036**

THE WHITE HOUSE

WASHINGTON

October 28, 1971

MEMORANDUM FOR: THE PRESIDENT

FROM: CHARLES W. COLSON

SUBJECT: Photograph with William Ruckelshaus
October 29, 1971
11:30 a.m. (12 minutes)
Oval Office

I. PURPOSE

To present to Bill Ruckelshaus the poster announcing the President's Environmental Merit Awards Program.

II. BACKGROUND, PARTICIPANTS, PRESS PLAN

- A. Background: The meeting was requested by Charles W. Colson to permit us to have Ruckelshaus brief here before the White House press corps and say that this project was initiated by the President to encourage young people to participate in environmental efforts. This is principally a youth activity, not an environmental effort.
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(RR) This is one of the best political efforts we have going for us with youth. It enables us to literally get into every high school with an appeal to young people to involve themselves in an environmental effort. I want you to maximize the public exposure of this program in your speeches and EPA's public relations efforts.

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All students who undertake and complete a responsible environmental service project will receive a Presidential Certificate of Merit. A Presidential Award of Excellence will be given to individuals or groups whose projects deserve special recognition. Panels made up of student, faculty, and community representatives will administer the program. National support for this program will be provided through the Environmental Protection Agency and the Office of Education.

Individual or group activities can be undertaken in four broad areas:

Education - Possible activities could be to conduct pollution surveys, to gather watershed analysis data, to develop inventories of consumer habits or to study government and legislative processes.

Environmental Awareness - This category would carry the education process one step further by giving presentations at community meetings, preparing articles for local newspapers, sponsoring ecology fairs and working with younger children.

Community Service - Suggested projects could include restoring streams to their natural state, eliminating vermin, cleaning up litter, landscaping a park, staffing an environmental information center or operating a recycling program.

Public Affairs - Direct involvement in government at work could include cooperating with public officials, attending public hearings, presenting environmental data to zoning boards, sewage districts planning authorities and utility commissions.

MEMORANDUM

THE WHITE HOUSE

WASHINGTON

October 28, 1971

MEMORANDUM FOR:

CHARLES W. COLSON

FROM:

DWIGHT L. CHAPIN *C*

The President will see William Ruckelshaus tomorrow to present the poster announcing the President's Environmental Merit Awards Program. The presentation will take place at 11:30 a.m. in the Oval Office and should last no longer than 2 minutes.

There will be a brief photo opportunity.

You should prepare the briefing paper. *and invite him* John Whitaker will accompany Ruckelshaus into the Oval Office.

cc: Mr. Bull
Mr. Butterfield
Mr. Huntsman
Mr. Warren
Mr. Whitaker
Mr. Ziegler

SCHEDULE PROPOSAL

Date: October 26, 1971

FROM: Charles Colson

VIA: Dave Parker

PHOTOGRAPH:

The President presenting to Ruckelshaus the poster announcing the President's Environmental Merit Awards Program.

DATE:

Friday, October 29.

PURPOSE:

The photo opportunity is needed for two purposes:

1. It will permit us to have Ruckelshaus brief here before the White House press corps -- ~~and he can say that this project was initiated by the President in order to encourage young people to participate in environmental efforts.~~ This will greatly increase the visibility. We also intend to embargo Ruckelshaus' briefing for Monday a.m. papers to give us something of a news story on an otherwise dull Monday.
2. The photograph itself will be distributed to all campus and high school newspapers and will be part of the promotional package that we distribute. Because of the need to make this whole project appear non-political, it was decided that we ~~we~~ could not use the photograph of the President on the poster that will be hung in high schools. This picture will give us a substitute.

This is a youth activity, not an environmental effort.

FORMAT:

Oval Office
2 minutes

PRESS COVERAGE:

A brief photo opportunity would be desired, but in the interest of conserving time, it's not approved, we will then only have an Ollie Atkins photo.

STAFF:

Whitaker

RECOMMEND:

Colson (strongly), Finch, Moore, Whitaker, Ziegler.

BACKGROUND:

This is one of the best political efforts we have going for us with youth. It enables us to literally get into every high school with an appeal to young people to involve themselves in an environmental effort. Most polls show that this is the number one positive issue with youth. It identifies the President with this issue of concern to youth.

It is patterned exactly after the President's program in physical fitness in sports. We don't give a damn about a substantive accomplishments. It is designed as a political appeal to young people, to show that the President is concerned with an issue of interest to them and to get Presidential certificates widely distributed to youth who participate.

APPROVE _____ DISAPPROVE _____

FOLLOW UP:

If students qualify for Presidential certificates, they will be distributed by HEW. A sample certificate is contained in the attached brochure. We have an extensive promotional effort under way to promote this in the high schools and to keep a steady stream of material flowing out to campus and high school newspapers. Many of the conservation organizations will help us and we would subsequently hope that selected students who win Presidential certificates could be brought in for a photograph with the President.

If we are successful, as many as 25,000 Presidential certificates could be awarded. Each would generate some local publicity; all of them would identify the President with students and young people.

October 28, 1971

MEMORANDUM FOR JOHN WHITAKER

FROM: JAMIE McLANE

Attached is the briefing memorandum which went to the President for tomorrow's meeting with Bill Ruckelshaus at 11:30 a.m. in the Oval Office. I understand you are taking Ruckelshaus in.

I will bring down first thing in the morning the final press statements (being printed tonight), a few completed press kits, and a copy of the poster. I have had the poster mounted on cardboard with a stand so you can stand it on the President's desk.

Attachment

THE WHITE HOUSE
WASHINGTON

October 28, 1971

MEMORANDUM FOR: THE PRESIDENT

FROM: CHARLES W. COLSON *WC*

SUBJECT: Photograph with William Ruckelshaus
October 29, 1971
11:30 a.m. (2 minutes)
Oval Office

I. PURPOSE

To initiate the President's Environmental Merit Awards program -- photo with Ruckelshaus.

II. BACKGROUND, PARTICIPANTS, PRESS PLAN

- A. Background: This photo opportunity permits Ruckelshaus to brief here before the White House press corps and to say that this project was initiated by the President to encourage young people to participate in environmental activities. This is principally a youth activity, not an environmental effort. Participants will receive a Presidential certificate.
- B. Participants: William Ruckelshaus, Administrator, EPA
John Whitaker
- C. Press Plan: A brief photo opportunity of the President presenting to Ruckelshaus the poster and booklet.

Ruckelshaus will meet with the press in the press room after the meeting to discuss the program and answer questions.

III. POINTS OF DISCUSSION

- A. Note the President's statement at the beginning of the pamphlet (Tab A).
- B. This is one of the best political efforts we have going for us with youth. It enables us to literally get into every high school with an appeal to young people to involve themselves in an environmental effort, an issue or prime concern to youth. Urge Ruckelshaus to maximize the public exposure of this program in speeches and EPA's public relations efforts.

PURPOSE AND OPERATION OF
PRESIDENT'S ENVIRONMENTAL MERIT AWARDS
PROGRAM

The President's Environmental Merit Awards Program will make it possible for students of the nation's high schools to receive recognition for individual or group projects that benefit the environment. Opportunity to participate in the program is being offered to some 38,000 public and private high schools across the country.

All students who undertake and complete a responsible environmental service project will receive a Presidential Certificate of Merit. A Presidential Award of Excellence will be given to individuals or groups whose projects deserve special recognition. Panels made up of student, faculty, and community representatives will administer the program. National support for this program will be provided through the Environmental Protection Agency and the Office of Education.

Individual or group activities can be undertaken in four broad areas:

Education - Possible activities could be to conduct pollution surveys, to gather watershed analysis data, to develop inventories of consumer habits or to study government and legislative processes.

Environmental Awareness - This category would carry the education process one step further by giving presentations at community meetings, preparing articles for local newspapers, sponsoring ecology fairs and working with younger children.

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Public Affairs - Direct involvement in government at work could include cooperating with public officials, attending public hearings, presenting environmental data to zoning boards, sewage districts planning authorities and utility commissions.

October 29, 1971

MEMORANDUM FOR:

DEPARTMENT/AGENCY YOUTH
CONTACTS

SUBJECT:

President's Environmental Merit
Awards Program

We today launched the President's Environmental Merit Awards Program for high school youth across the nation. The purpose of the program is to involve as many of there students as possible in constructive responsible environmental improvement projects in their own communities.

You should become familiar with the attached.

James W. McLane
Staff Assistant to the
President for Youth Affairs

October 29, 1971

Dear Carson:

Many thanks for your help in putting together the President's Environmental Merit Awards Program. As you know, we patterned this effort along the lines of the President's Physical Fitness Program, although we are initially targeting on only the 38,000 high schools in the country.

I thought you might be interested in reviewing the attached.

Sincerely,

James W. McLane
Staff Assistant to the President
for Youth Affairs

Mr. Carson Conrad
Executive Director
President's Council on Physical
Fitness and Sports
Room 2600 - ROB-3
7th and D, SW.
Washington, D. C. 20202

JWM:lm1

October 29, 1971

MEMORANDUM FOR:

JEB MAGRUDER
KEN RIETZ
LEE HUEBNER
DAVE GERGEN

FROM:

JAMIE McLANE

SUBJECT:

President's Environmental Merit
Award's Program

We launched today the President's Environmental Merit Award's
Program for high school youth across the nation.

You might be interested in the attached.

October 29, 1971

MEMORANDUM FOR: NEAL BALL

FROM: JAMES W. McLANE

SUBJECT: Suggested Remarks for Ron Ziegler --
President's Environmental Merit
Awards Program.

The President has just met with Bill Ruckelshaus of EPA to launch the Environmental Merit Awards Program.

This program is designed to make it possible for students of the Nation's 38,000 high schools to receive recognition for individual or group projects that benefit the environment in their community. Certificates of merit will be granted to all students or student groups who undertake and complete a responsible environmental service project. A Special Award of Excellence will be awarded for projects which are considered to merit special recognition for achievement.

Projects which could qualify for the award include such activities as sponsoring science fairs, preparing articles for local newspapers, cleaning up litter in a park or along a stream, staffing our environmental information center.

National support for this program will be provided through the Environmental Protection Agency and the Office of Education. This program follows up on the President's Environmental Message submitted to Congress early in 1971.

"Fortunately, there is a great deal that each of us can do. The businessman in his everyday decisions can take into account the effects on the environment of his alternatives and act in an environmentally responsible way. The housewife can make choices in the marketplace that will help discourage pollution. Young people can undertake projects in their schools and through other organizations for help build a better environment for their communities. Parents can work with the schools to help develop sound environmental teaching throughout our educational system."

cc: CHUCK COLSON

Reproduced at the Richard Nixon Presidential Library and Museum

cc: JOHN WHITAKER

File

Environmental Merit
Awards Program

OCTOBER 29, 1971

-----Office of the White House Press Secretary-----

THE WHITE HOUSE

FACT SHEET

PRESIDENT'S ENVIRONMENTAL MERIT AWARDS PROGRAM

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Suggested projects for the program could fit into four categories -- education, environmental awareness, community service and public affairs. Students could seek assistance with their projects from private as well as governmental agencies at all levels -- Federal, State and local. The best primary sources of help would be provided by local libraries and environmental groups.

Objective - To provide a vehicle through which the Federal Government may recognize and reward constructive, responsible environmental services performed by American high school youth throughout the country.

Scope - The President's Environmental Merit Awards will encompass youth activities throughout the entire country and will be offered through more than thirty eight thousand high schools, both public and private.

Structure - Environmental service awards will recognize two levels of accomplishment in the performance of environmental service. The first level will be granted to all students or student groups who undertake and complete a responsible environmental service project. The second level will be awarded for projects which are considered by a judging panel to merit special recognition for achievement.

Administration - The awards program will be administered at the local level, using judging and advisory panels made up of student, faculty and community representatives. This method of administration is considered essential because evaluation of projects should be made using community needs and problems to determine the criteria.

Participation - Students may take part as individuals or as members of school organizations. They can choose a more passive role concerned in a general education - type project or play a more active role by becoming involved in a project concerned with governmental process.

Categories of Concern - Individual or group activities could be undertaken under a number of objectives such as:

Education - Possible activities could be to conduct pollution surveys, to gather watershed analysis data, to develop inventories of consumer habits or to study government and legislative processes.

MORE

Environmental Awareness - This category would carry the education process one step further by giving presentations at community meetings, preparing articles for local newspapers, sponsoring ecology fairs and working with younger children.

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Support - Private as well as governmental agencies at all levels -- Federal, State, and local offer a wide variety of assistance to projects. While capable of supplying general information needs, large agencies are best utilized once specific program objectives have been determined. Local libraries and environmental groups are the primary source of information during initial project development.

#

OCTOBER 29, 1971

OFFICE OF THE WHITE HOUSE PRESS SECRETARY

THE WHITE HOUSE
PRESS CONFERENCE
OF
WILLIAM D. RUCKELSHAUS, ADMINISTRATOR
ENVIRONMENTAL PROTECTION AGENCY

THE BRIEFING ROOM

AT 11:55 A.M. EDT

MR. ZIEGLER: This story and the material we are giving to you is embargoed for Monday A.M., which is 6 p.m. Eastern time this Sunday afternoon. Mr. Ruckelshaus will explain the reasoning for that to you.

I will tell you on the record, in order to identify why Mr. Ruckelshaus met with the President this morning, that they met to discuss an Environmental Awards Program which is designed to stimulate high school students to participate in environmental activities, such as education community service and public affairs programs. The materials which you have outline this Awards Merit Program and Bill Ruckelshaus will now discuss the details with you. What he covers with you is embargoed until Sunday at 6 p.m.

MR. RUCKELSHAUS: Thank you. The purpose of this program, as Mr. Ziegler has said, is to stimulate, as much as possible, activity on the part of high school students throughout the country in preserving the environment in their local communities.

Since taking this job, if there is one thing I have heard more than any other in traveling around the country, it is the simple question, "What can I do as a citizen? What can one person do?" That usually takes the form of asking me, "What kind of products should I buy," or "What should I do when I go to the market place?" This is a rather hazardous undertaking for me to give that kind of recommendation, but it seems to me the best kind of activity that can be engaged in, not only by high school students, but people all over the country, is to recognize that the problems of the environment are most severe right in their local communities.

The purpose of this program is to give the stimulus of the President to the high school student to become actively involved in improving the environment through public affairs, through educational programs and through increasing environmental awareness in his own local community as much as possible.

The program will be initiated by a letter to the principals of the 38,000 high schools, both public and private, in the country, that will be received by them on Monday. That is the reason we are asking that you hold the story until then, so they will have received the letter before reading about it.

MORE

The President has asked the principals through the Environmental Protection Agency and the Office of Education in HEW to establish an Environmental Award Advisory Board, with a great deal of autonomy to the Board to decide what kind of projects individuals would be rewarded in their high schools for and what kind of awards would be issued to them for whatever projects they become involved in.

It seems to me that there must be a great emphasis on two things in this program. One is the educational aspects of the program; the fact that as all of you know, the awareness of the problem of the environment in the country is very high. But what we need in my opinion, and I think in the opinion of the President, is a much greater understanding of the complexity of the program itself and only through education and the transfer of this awareness into an understanding are we eventually going to achieve this degree of sophistication that we need to make sustained and real progress.

The second aspect of the program is its volunteer aspect and that is that often we are asked, "What can I do?" This sets up at least the structure of a mechanism whereby the individual high school student can become meaningfully involved in the problems of the environment in his own community and can do things like were done in Seattle, Washington, where the community itself became involved in trying to clean up Lake Washington right in the middle of the city and had such great success.

If we could multiply this kind of success across the country with the assistance of the young people, I think we would accomplish a good deal. That is the broadest outline of the program itself.

I will be glad to respond to any questions you may have about it.

Q Do you envision making thousands of awards each year?

MR. RUCKELSHAUS: I think the awards themselves will be issued by the committee that is established by the principals of the high schools and the committee will be made up of students, faculty and members of the community itself. It will be pretty much up to them to decide which students or group of students in the high school are eligible for award. They set the criteria for the giving of the award and they set the ground rules.

In some high schools they may want to make it a very stringent kind of criteria and in others they might encourage a lot of people to get involved.

Q Does this package explain what form the awards will be? We haven't had time to read it.

MR. RUCKELSHAUS: Yes, it does. There is a sample Certificate of Merit and Award of Excellence in the pamphlet itself, which I think explains how it will work.

MORE

Q When did the letters get in the mail?

MR. RUCKELSHAUS: They are being mailed now and some have been mailed already and hopefully will be received by the time the announcement is made on Monday.

Q Is there going to be any monetary award or is it just going to be a certificate?

MR. RUCKELSHAUS: No, it will just be a certificate. The program is being coordinated through the Environmental Protection Agency in cooperation with the Office of Education at HEW and many other federal agencies. We will have periodic newsletters that will go out to the principal or faculty advisor who is appointed by the principal for the program to give them ideas as to what kinds of things the students might get involved in to try to stimulate more activity at the local level.

Q How many students are affected?

MR. RUCKELSHAUS: All of the high school students in the country in the 38,000 high schools we have been able to identify.

Q That is public and private?

MR. RUCKELSHAUS: Yes.

Q How many students are there in the 38,000 schools?

MR. RUCKELSHAUS: I can't give you that figure exactly, but it is however many high school students there are.

Q Can you say whether you approved of the Amchitka test?

MR. RUCKELSHAUS: I have spoken on that so many times and maybe the people who cover the environmental press here have heard me speak about it so often they are getting a little sick of it.

What I have said many times is that we have expressed ourselves as an agency and as many other agencies in the government have, to the President relating to our area of responsibility which is the environment, and I think that the President has taken into account the statements that we made relating to the environmental impact or the potential impact of the Cannikan test, along with all the other considerations, and has arrived at his decision.

Q You said recently that you started to make inquiry as to why, since your environmental impact statement did not contain classified material, it was wrapped into a general classified category on the thing. Have you made any progress on that?

MORE

MR. RUCKELSHAUS: We have stated in an affidavit to the court that the information relating to the environment that is in our statement attached to the top secret document -- and this affidavit is a matter of public record -- is precisely the same information that has already been made public and was in the comments of the constituent agency of EPA that were made to the environmental impact statement of the Atomic Energy Commission in June of 1971.

Q Congressman Brademas said that the Office of Education delayed a year before writing guidelines for the implementation of an educational program in high schools on environmental problems.

How do you account for that? Are you aware of what he said? I mean in view of the fact that you apparently have been cooperating with the Office of Education in setting up a Merit Program?

MR. RUCKELSHAUS: You know, I have enough trouble accounting for the facts of our own agency, much less other agencies. I do know our relationship with the Office of Education, in the problems of the environment, has been very good. We have attempted to set up through the Public Affairs Office, our own educational approach, our own effort to increase the understanding of the problem itself and we have had excellent cooperation with them.

It may well be as our agency has just come into existence about ten months ago, they wanted to make sure their efforts and ours were meshed before they came up with any final guidelines or whatever it is that Congressman Brademas is complaining about.

THE PRESS: Thank you very much.

END

(AT 12:05 P.M. EDT)

EMBARGOED UNTIL 6:00 P.M. EST
SUNDAY, OCTOBER 31, 1971

OCTOBER 29, 1971

Office of the White House Press Secretary

THE WHITE HOUSE

STATEMENT BY THE PRESIDENT

Never have the Nation's young people responded so enthusiastically as today to the challenges and needs of our society. In particular, I have been impressed by the thousands of letters I have received from young people who want to join our national effort to reclaim, protect and preserve our natural inheritance. Environmental programs sponsored by high school students can play an important part in this vital effort.

To help encourage such programs, and to give deserved recognition to the achievements of those who participate, I have initiated the President's Environmental Merit Awards Program. Through it, America will have a chance to say "thank you" to the hard-working young people who give their time and their energy to the great goal of a better environment for everyone.

We have purposely made the program flexible so that every student will be encouraged to participate and so that those who do will receive recognition for their constructive and responsible contributions. The program will be administered locally -- assuring that the efforts of our young people will be relevant to individual community needs and special problems. It is my sincere hope that every high school principal in America will share enthusiastically in the program -- in the same fine spirit of its theme: "Life -- pass it on."

#

October 29, 1971

MEMORANDUM FOR: NEAL BALL

FROM: JAMES W. McLANE

SUBJECT: Suggested Remarks for Ron Ziegler --
President's Environmental Merit
Awards Program.

The President has just met with Bill Ruckelshaus of EPA to launch the Environmental Merit Awards Program.

This program is designed to make it possible for students of the Nation's 38,000 high schools to receive recognition for individual or group projects that benefit the environment in their community. Certificates of merit will be granted to all students or student groups who undertake and complete a responsible environmental service project. A Special Award of Excellence will be awarded for projects which are considered to merit special recognition for achievement.

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"Fortunately, there is a great deal that each of us can do. The businessman in his everyday decisions can take into account the effects on the environment of his alternatives and act in an environmentally responsible way. The housewife can make choices in the marketplace that will help discourage pollution. Young people can undertake projects in their schools and through other organizations for help build a better environment for their communities. Parents can work with the schools to help develop sound environmental teaching throughout our educational system."

cc: CHUCK COLSON

Reproduced at the Richard Nixon Presidential Library and Museum

cc: JOHN WHITAKER

THE WHITE HOUSE
WASHINGTON

TO:

CATNY

FROM: JAMES W. McLANE

FXI

GET THIS OUT. THIS
IS A SAMPLE OF WHAT
SHOULD GO.

FOR ACTION

- 1) XEROX COVER NOTE
- 2) IF YOU RUN OUT OF
PRES STATEMENT OR
FACT SHEET GET MORE
FROM PRES OFFICE
- 3) IF RUN OUT OF LETTERS
XEROX MORE.

THE WHITE HOUSE
WASHINGTON

(4) if run out of booklets or
posters call Art Peters
in EPA for more.

TO:

FROM: JAMES W. McLANE

FYI

ALL THE MAT'L IS
NEXT TO MY BIG
CHAIR IN THE OFFICE.

FOR ACTION

THE WHITE HOUSE

WASHINGTON

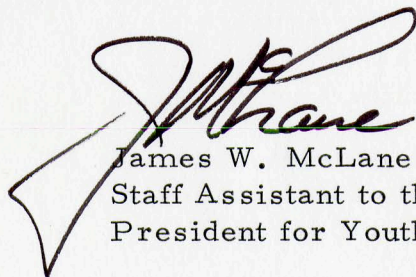
October 29, 1971

MEMORANDUM FOR: DEPARTMENT/AGENCY YOUTH
CONTACTS

SUBJECT: President's Environmental Merit
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You should become familiar with the attached.

A handwritten signature in dark ink, appearing to read 'J. McLane', is written over a large, stylized, handwritten 'X' or checkmark.

James W. McLane
Staff Assistant to the
President for Youth Affairs

EMBARGOED UNTIL 6:00 P.M. EST
SUNDAY, OCTOBER 31, 1971

OCTOBER 29, 1971

Office of the White House Press Secretary

THE WHITE HOUSE

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OCTOBER 29, 1971

-----Office of the White House Press Secretary-----

THE WHITE HOUSE

FACT SHEET

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#



ENVIRONMENTAL PROTECTION AGENCY
WASHINGTON, D.C. 20460

October 25, 1971

OFFICE OF THE
ADMINISTRATOR

Dear Principal:

President Nixon's deep commitment to the restoration and preservation of our environment has been warmly embraced by the American people, and has won the whole-hearted, bipartisan support of the Congress.

The crusade to protect our natural inheritance has captured the imagination of young people, particularly. To them, and to their own children in the years ahead, it is truly a matter of life, itself.

Since December of 1970, when the President created the Environmental Protection Agency, we literally have been swamped with letters from high school students who want to "do something."

The President has initiated his Merit Awards Program to give them that opportunity.

The program is designed not only to get them in on the action at every level of individual competence, but to provide environmental educational opportunity and motivational stimulus.

I urge you to read the enclosed handbook and to establish the President's Environmental Merit Awards Program at your school.

Although this first letter is necessarily a general one, I would like to hear from you personally -- by letter or on the enclosed card. Please, also advise me of the name of the faculty member whom you appoint to head the President's Program.

The poster is for your bulletin board -- as a suggested starter for other student-designed artwork calling attention to the Merit Awards.

Sincerely yours,

William D. Ruckelshaus
Administrator



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

October 25, 1971

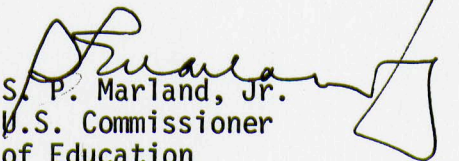
Dear Principal:

The Office of Education is delighted to endorse the President's Environmental Merit Awards Program in the Nation's high schools. Administration of this program by the Environmental Protection Agency (EPA) is also to be warmly welcomed as an important example of coordination in the Federal government's effort to preserve and protect our threatened environment.

As U.S. Commissioner of Education, I am especially enthusiastic about this effort because it meshes so well with our new Environmental Education Program which, like EPA, came into being less than a year ago. The four essential elements of the President's Environmental Merit Awards Program as set forth in the manual -- environmental planning, preservation, control and restoration -- are clearly consistent with the range of activities called for by the Environmental Education Act of 1970. More importantly, they provide the schools with not only an opportunity to imbue every subject in the high school curriculum with an environmental orientation but also to encourage students to use their own communities as living laboratories. We see an excellent chance to enable students to initiate, organize and carry out their own service projects. We have a strong vehicle to provoke constructive student participation in their schools and communities. It is this approach, instead of merely encouraging new "add-on" courses about the environment, that is essential if our effort is to be meaningful. I am therefore encouraged in my belief that we are working together successfully toward an objective which President Nixon has described in these words:

"The building of a better environment will require in the long term a citizenry that is both deeply concerned and fully informed. Thus, I believe that our education system, at all levels, has a critical role to play."

Sincerely,


S. P. Marland, Jr.
U.S. Commissioner
of Education

November 3, 1971

MEMORANDUM FOR OLLIE ATKINS

FROM: JAMIE McLANE

Would you please send me 25 copies of the official photograph of the President and Bill Ruckelshaus taken in the Oval Office last Friday for the launching of the President's Environmental Merit Awards Program.

Thanks.

cc: Chuck Colson

THE WHITE HOUSE

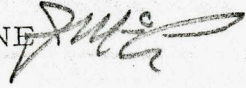
WASHINGTON

November 15, 1971

MEMORANDUM FOR JIM BARNES

FROM:

JAMIE McLANE

A handwritten signature in dark ink, appearing to read 'JMcL', is written over the printed name 'JAMIE McLANE'.

I suggest Bill Ruckelshaus sign the attached letter or something like it and send it out.

Attachment

Call Jim Barnes

ANNE BLAIR

WASHINGTON CORRESPONDENT

DRAFT

venteen

3315 DENT PLACE
N.W. WASHINGTON, D. C. 20007
202 FE 3-3315

Mr. H. F. Lenfest
Publisher
SEVENTEEN Magazine
320 Park Avenue
New York, New York 10022

Dear Mr. Lenfest:

SEVENTEEN Magazine is to be commended for the SAVE Program, now in its second successful year.

The quality of our environment can only be preserved by a concerned citizenship. SAVE -- like the recently announced President's Environmental Merit Awards Program -- can channel the eagerness-to-serve of our young people into constructive local activity.

SAVE's projects have been uniformly imaginative and effective. They clearly illustrate how much can be accomplished in this area by young people working in their own communities.

It is our hope that SEVENTEEN will continue to provide its valuable encouragement and direction to our young leaders.



SEVENTEEN ACTS FOR A VIABLE ENVIRONMENT

SAVE (Seventeen Acts for a Viable Environment) is an environmental action program sponsored by the magazine, and offered to retail department and specialty stores that have SEVENTEEN Youth Advisory Council representatives. The objective of SAVE is to motivate young people to initiate programs which will improve life in their local communities. The SEVENTEEN Youth Advisory Council representatives are responsible for coordinating action projects through their stores' youth boards.

SAVE was initiated in 1970. The youth boards were given from September to March to organize and carry out their own particular SAVE project. The results showed that major environmental concern was a key issue with young people, and that they could translate this concern into action via work projects. Over 100 communities were affected by major, concentrated, environmental projects. The SAVE projects were judged on the basis of content, thoroughness, creativity, quality of work, and effect on the community as reflected in each board's project documentation. Stores documented their SAVE project by films, slides, scrapbooks, reports, etc. The 1970-71 SAVE projects were judged by a panel of four: Mr. William Houseman, Editor, Environmental Monthly; Miss Ann Ferebee, Editor, Design and Environment; Mr. Morris Ketchum, environmental architect; Mr. Robert Boardman, director of Public Information, National Audubon Society. At a special ceremony held in May at the United Nations, Ambassador George Bush, United States Representative to the United Nations, presented the awards to the representatives from the six winning boards. The cash grants provided by SEVENTEEN are to be used for further environmental works. The Grand Prize winner received \$1,500; Second Prize winner received \$1,000; and four Third Prize winners received \$500 each.

Listed below are the top twenty 1970-71 SAVE projects, including the winners.

Grand Prize Winner: Dunlap's, Modesto, California. The board involved the entire community in an ecological awareness program, and in recycling glass. The board established two scholarships (for a boy and a girl) to study ecology at the college level, and they donated a third of their \$1,500 prize to Ecology Action in Modesto.

Second Prize Winner: Younker's, Des Moines, Iowa. The board worked in the support of passing a city ordinance banning the sale of non-returnable soda containers. Additionally, the board worked with the elderly community in Des Moines. The board donated half of their \$1,000 prize to PACE (Planned Action for Community Elderly), and the other half towards further work on passing the law.

Third Prize Winner: Brandeis, Omaha, Nebraska. The board conducted a campaign for stricter air pollution control. The entire community became involved in their efforts to educate people about air problems, and action to solve them. The board donated their \$500 prize to the Fontenelle Forest Nature Center in Omaha.

Third Prize Winner: Foley's, Houston, Texas. The board organized CARE (Censure Air pollution--Restore Environment) week, circulated petitions, collected signatures in support of their cause; and wrote and presented a play for children called, The Wizard of Smog. The board used their \$500 prize to present their play on NET in Houston.

Third Prize Winner: The Navy Exchange, Taipei, Taiwan. The board helped a leper colony--they sponsored a dance to raise money for gifts, and spent a day entertaining the patients of Happy Mount Leprosy Colony. The board contributed their \$500 prize to help finance a new children's wing at the Colony.

Third Prize Winner: Sage-Allen, Hartford, Connecticut. The board saved and refurbished a local ice skating rink in a ghetto area. They used their \$500 prize to provide seminars on crafts, beauty, hygiene, etc. to girls in a poverty area of Hartford.

Goldsmith's, Memphis, Tennessee. The board organized a city-wide clean-up and campaign against pollution.

Armstrong's, Cedar Rapids, Iowa. The store campaigned against burning trash in support of the proposed anti-burning law. They gave out T-shirts and litter bags.

The Broadway, Bakersfield, California. The board held a high school competition to pick up all litter (PAL).

McRae's, Jackson, Mississippi. The board interviewed local industries to find out what they are doing for ecology, and then reported their findings. They also organized a City Clean-Up Campaign Day.

McCurdy's, Rochester, New York. The store did a four-part project: Teens vs. Trash; fund raising for the Cancer Society; Operation Morale for our boys in Viet Nam; and Christmas Work Project for children.

Bullock's, La Habra, California. The board did a series of projects with children; each member of the board worked on her own personal SAVE project; and the board organized Ecology Week and helped in an Ecology Fair.

The Broadway, Hollywood, California. The board worked with Forest Rangers in a National Forest.

The May Company, Whittier, California. The store did a series of projects with children.

The May Company, Lakewood, California. The store worked with an orphanage in Mexico.

Polsky's, Akron, Ohio. The board rebuilt and redecorated a house for a mother and daughter on welfare.

Lipman's, Portland, Oregon. The board sponsored a recycling contest at local high schools.

The Broadway, Westchester, California. The board collected money, food, clothes, etc. for an orphanage in Mexico. They also rebuilt several of the buildings.

The Bon Marche, Spokane, Washington. The board saved a community center from closing; raised funds, redecorated the house, and donated equipment for the center.

Abraham & Straus, Brooklyn, New York. The store participated in a Brooklyn clean-up concentrating on recycling, called Trash is Cash.

SAVE 1971-72 is an expansion of last year's program. The youth boards have four options from which to choose their SAVE project. One deals with recycling; the second deals with conservation: earth, air and/or water; the third involves the actual physical clean-up of a place; the fourth deals with human environment. The boards have from September to mid-February to organize and carry out their projects. The actual projects are unstructured by the magazine, the stores may create any program for their communities. In addition to the project, the Youth Advisory Council representatives receive monthly and bi-monthly SAVE newsletters, covering environmental subjects. For example, they receive information on books, magazines, government news, and earth-oriented action groups around the country. The objective of SAVE this year is to raise the level of consciousness of young people to awareness of environmental problems, and then to educate them on possible action programs to help solve many of the dilemmas facing their communities. Five winning boards will be chosen in April. The Grand Prize Winner will receive \$2,000; Second Prize winner, \$1,500; Third Prize Winner, \$1,000; and two Fourth Prize Winners \$500 each--prize money to be used to further their works. Projects will be judged on the same basis as SAVE 1970-71. We hope to have the following as judges: Gordon McDonald, President's Council on Environmental Quality; a member of Citizen's Advisory Committee on Environmental Quality; Pete Seeger; and a member of the Sierra Club, Friends of the Earth, or Ecology Action. The judges will span the spectrum of government, private groups, and private individuals who are concerned with, and working for, the environment. We hope to have the awards ceremony in Washington, D.C. in the form of a thinktank or symposium for the representatives of the winning boards, governmental and private people involved in environmental works. Ideally, the awards and results of SAVE will be coordinated with editorial coverage.

A projection for SAVE 1972-73: more expansion under the basic structure as it exists now. It would be beneficial to open SAVE to our readers as well

as to the Youth Council representatives. We have several possible plans in the formulation stages: a SAVE club with a newsletter network to all members... or a handbook on ways to establish action programs, which will be available to all participants in SAVE, as well as to all our readers. We are also thinking of expanding the option set-up to cover educational projects (school curricula, dissemination of information within communities, handbooks and pamphlets, etc.). SAVE should remain restricted to the local community level, rather than supporting national programs. We would like to see more work through the local governments: supporting existing laws, working toward drafting new legislation, etc.

We foresee, within the next few years, a possible SAVE Foundation or Grant program on a limited level. It is important to coordinate the editorial wing of the magazine with the environmental project, however it evolves. SEVENTEEN can become an instrumental force in educating and motivating young people to involve themselves in environmental concern--at all levels...human and physical. We are researching SAVE's potential, and drafting possible projects for the future.

File

Environmental Merit
Awards Program

Reproduced at the Richard Nixon Presidential Library and Museum

ENVIRONMENTAL PROTECTION AGENCY
WASHINGTON, D.C. 20460

OFFICE OF THE
ADMINISTRATOR

MEMORANDUM

TO: J. McLane
THRU: J. Barnes **AJB** 755-2760
FROM: A. Peters *[Signature]* 557-7365
SUBJECT: President's Environmental Merit Awards Program

This memorandum is a brief status report on activities of the President's Environmental Merit Awards Program.

Since the announcement of this program to the press on Friday, October 29, several specialty magazines have called requesting additional information on the program. The tone of these requests has been enthusiastic and responsive, indicating that support can be expected from the environmentally oriented publications. Particularly interesting is the response of the Boy Scouts, who have sent us the attached telegram pledging their support. In addition, reports from our regional offices indicate that press coverages across the country have been very good and have been placed to provide good visibility for the program. Subsequent to the release of the program information by the press Sunday evening and Monday, a number of additional calls have been received by this office. For the most part, these calls have been from individuals or congressional offices requesting additional information on how schools could participate in the program.

The mailing of the kits to schools throughout the country is progressing rapidly after a short delay due to a delay in receiving the folded posters. This delay was due principally to sheer size of the printing and folding task and appears to have been unavoidable. Data Mail, Inc., has received all of the materials now, and the mailing has begun. It is expected that the initial mailing will be complete by Monday, November 8.

Program follow-up and support has been initiated within EPA to assure that the program will retain its strong impetus. Steps have been taken to establish an interagency advisory council to assure that the interests and responsibilities of each agency are recognized within any program materials and to establish a set of procedures through which special queries can be routed to the appropriate group. A second supporting

periodic bulletin (monthly)

element will be the establishment of a newsletter to provide for continuing communication with the school participants. This newsletter will highlight special interest projects, provide information to students on projects that can be undertaken, and Program Status Reporting. Also included will be a column in which students can discuss projects and problems. Each issue will be devoted to some specific topic and will be prepared by the agency which has principal responsibility for the topical area. Still another area of program support is the encouragement of national organizations in working with schools in establishing and maintaining local programs.

Finally, a national public relations program is being planned. This program is oriented toward the use of environmental education groups in the agencies, the use of advisory groups and public affairs and public information offices to provide essential information to the public and to encourage the participation of youth. Immediate steps in implementing this program are:

- Have a Federal official representing the President make the first award presentation.
- Develop one or more TV spot commercials to be presented on public service time.
- Establish a working relationship with the network of voluntary and youth-oriented ecology centers and environmental newspapers across the country.
- Solicit commentary by public figures or entertainers who have environmental identity.

We are currently investigating these and other possibilities.

Norman Watson

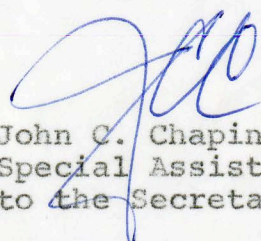
November 4, 1971

John C. Chapin

President's Environmental Merit Awards Program

Attached is material which the President has put out on the subject of an Environmental Merit Awards Program. As you can see, it's aimed initially at high school administrators. However, I wonder why we can't adopt this and get some value out of it also?

local housing authorities
Specifically, why not see what LHA's could do to tie into this? Maybe they could work directly with Ruckelshaus--at the very least, they could tie in with the program of their neighboring school. The net result might well be some real effort toward improving the environment of some of our public housing projects.


John C. Chapin
Special Assistant
to the Secretary

Attachment

~~cc:~~
James McLane
White House

→ Jim Bravos

THE WHITE HOUSE
WASHINGTON

November 2, 1971

MEMORANDUM FOR JAMIE MCLANE

As I indicated on the phone, Mr. Colson thinks this environmental merit awards program turned out quite well. However, he would like to receive from you by Friday, November 5, a complete P. R. follow up plan on this program. In other words, what he would like to see is how we are going to be able to expand and take advantage of this program now that we have established it. Things like mailing photographs out, campus news service mailings, articles, awards ceremonies for the first award, etc. He would like to see a full schedule of those events we can build around the program.



W. Richard Howard

OCTOBER 29, 1971

-----Office of the White House Press Secretary-----

THE WHITE HOUSE

FACT SHEET

PRESIDENT'S ENVIRONMENTAL MERIT AWARDS PROGRAM

The President's Environmental Merit Awards Program will make it possible for students of the Nation's high schools to receive recognition for individual or group projects that benefit the environment. Opportunity to participate in the program is being offered to some 38,000 public and private high schools across the country.

All students who undertake and complete a responsible environmental service project will receive an award. Additional awards will be given to projects deserving special recognition. Panels made up of student, faculty and community representatives will administer the program. National support for this program will be provided through the Environmental Protection Agency and the Office of Education.

Suggested projects for the program could fit into four categories -- education, environmental awareness, community service and public affairs. Students could seek assistance with their projects from private as well as governmental agencies at all levels -- Federal, State and local. The best primary sources of help would be provided by local libraries and environmental groups.

Objective - To provide a vehicle through which the Federal Government may recognize and reward constructive, responsible environmental services performed by American high school youth throughout the country.

Scope - The President's Environmental Merit Awards will encompass youth activities throughout the entire country and will be offered through more than thirty eight thousand high schools, both public and private.

Structure - Environmental service awards will recognize two levels of accomplishment in the performance of environmental service. The first level will be granted to all students or student groups who undertake and complete a responsible environmental service project. The second level will be awarded for projects which are considered by a judging panel to merit special recognition for achievement.

Administration - The awards program will be administered at the local level, using judging and advisory panels made up of student, faculty and community representatives. This method of administration is considered essential because evaluation of projects should be made using community needs and problems to determine the criteria.

Participation - Students may take part as individuals or as members of school organizations. They can choose a more passive role concerned in a general education - type project or play a more active role by becoming involved in a project concerned with governmental process.

Categories of Concern - Individual or group activities could be undertaken under a number of objectives such as:

Education - Possible activities could be to conduct pollution surveys, to gather watershed analysis data, to develop inventories of consumer habits or to study government and legislative processes.

MORE

Environmental Awareness - This category would carry the education process one step further by giving presentations at community meetings, preparing articles for local newspapers, sponsoring ecology fairs and working with younger children.

Community Service - Suggested projects could include restoring streams to their natural state, eliminating vermin, cleaning up litter, landscaping a park, staffing an environmental information center or operating a recycling program.

Public Affairs - Direct involvement in government at work could include cooperating with public officials, attending public hearings, presenting environmental data to zoning boards, sewage districts planning authorities and utility commissions.

Support - Private as well as governmental agencies at all levels -- Federal, State, and local offer a wide variety of assistance to projects. While capable of supplying general information needs, large agencies are best utilized once specific program objectives have been determined. Local libraries and environmental groups are the primary source of information during initial project development.

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EMBARGOED FOR RELEASE UNTIL
SUNDAY AT 6 P.M. OCTOBER 31, 1971

OCTOBER 29, 1971

OFFICE OF THE WHITE HOUSE PRESS SECRETARY

THE WHITE HOUSE

PRESS CONFERENCE
OF

WILLIAM D. RUCKELSHAUS, ADMINISTRATOR
ENVIRONMENTAL PROTECTION AGENCY

THE BRIEFING ROOM

AT 11:55 A.M. EDT

MR. ZIEGLER: This story and the material we are giving to you is embargoed for Monday A.M., which is 6 p.m. Eastern time this Sunday afternoon. Mr. Ruckelshaus will explain the reasoning for that to you.

I will tell you on the record, in order to identify why Mr. Ruckelshaus met with the President this morning, that they met to discuss an Environmental Awards Program which is designed to stimulate high school students to participate in environmental activities, such as education community service and public affairs programs. The materials which you have outline this Awards Merit Program and Bill Ruckelshaus will now discuss the details with you. What he covers with you is embargoed until Sunday at 6 p.m.

MR. RUCKELSHAUS: Thank you. The purpose of this program, as Mr. Ziegler has said, is to stimulate, as much as possible, activity on the part of high school students throughout the country in preserving the environment in their local communities.

Since taking this job, if there is one thing I have heard more than any other in traveling around the country, it is the simple question, "What can I do as a citizen? What can one person do?" That usually takes the form of asking me, "What kind of products should I buy," or "What should I do when I go to the market place?" This is a rather hazardous undertaking for me to give that kind of recommendation, but it seems to me the best kind of activity that can be engaged in, not only by high school students, but people all over the country, is to recognize that the problems of the environment are most severe right in their local communities.

The purpose of this program is to give the stimulus of the President to the high school student to become actively involved in improving the environment through public affairs, through educational programs and through increasing environmental awareness in his own local community as much as possible.

The program will be initiated by a letter to the principals of the 38,000 high schools, both public and private, in the country, that will be received by them on Monday. That is the reason we are asking that you hold the story until then, so they will have received the letter before reading about it.

MORE

The President has asked the principals through the Environmental Protection Agency and the Office of Education in HEW to establish an Environmental Award Advisory Board, with a great deal of autonomy to the Board to decide what kind of projects individuals would be rewarded in their high schools for and what kind of awards would be issued to them for whatever projects they become involved in.

It seems to me that there must be a great emphasis on two things in this program. One is the educational aspects of the program; the fact that as all of you know, the awareness of the problem of the environment in the country is very high. But what we need in my opinion, and I think in the opinion of the President, is a much greater understanding of the complexity of the program itself and only through education and the transfer of this awareness into an understanding are we eventually going to achieve this degree of sophistication that we need to make sustained and real progress.

The second aspect of the program is its volunteer aspect and that is that often we are asked, "What can I do?" This sets up at least the structure of a mechanism whereby the individual high school student can become meaningfully involved in the problems of the environment in his own community and can do things like were done in Seattle, Washington, where the community itself became involved in trying to clean up Lake Washington right in the middle of the city and had such great success.

If we could multiply this kind of success across the country with the assistance of the young people, I think we would accomplish a good deal. That is the broadest outline of the program itself.

I will be glad to respond to any questions you may have about it.

Q Do you envision making thousands of awards each year?

MR. RUCKELSHAUS: I think the awards themselves will be issued by the committee that is established by the principals of the high schools and the committee will be made up of students, faculty and members of the community itself. It will be pretty much up to them to decide which students or group of students in the high school are eligible for award. They set the criteria for the giving of the award and they set the ground rules.

In some high schools they may want to make it a very stringent kind of criteria and in others they might encourage a lot of people to get involved.

Q Does this package explain what form the awards will be? We haven't had time to read it.

MR. RUCKELSHAUS: Yes, it does. There is a sample Certificate of Merit and Award of Excellence in the pamphlet itself, which I think explains how it will work.

MORE

MR. RUCKELSHAUS: We have stated in an affidavit to the court that the information relating to the environment that is in our statement attached to the top secret document -- and this affidavit is a matter of public record -- is precisely the same information that has already been made public and was in the comments of the constituent agency of EPA that were made to the environmental impact statement of the Atomic Energy Commission in June of 1971.

Q Congressman Brademas said that the Office of Education delayed a year before writing guidelines for the implementation of an educational program in high schools on environmental problems.

How do you account for that? Are you aware of what he said? I mean in view of the fact that you apparently have been cooperating with the Office of Education in setting up a Merit Program?

MR. RUCKELSHAUS: You know, I have enough trouble accounting for the facts of our own agency, much less other agencies. I do know our relationship with the Office of Education, in the problems of the environment, has been very good. We have attempted to set up through the Public Affairs Office, our own educational approach, our own effort to increase the understanding of the problem itself and we have had excellent cooperation with them.

It may well be as our agency has just come into existence about ten months ago, they wanted to make sure their efforts and ours were meshed before they came up with any final guidelines or whatever it is that Congressman Brademas is complaining about.

THE PRESS: Thank you very much.

END

(AT 12:05 P.M. EDT)