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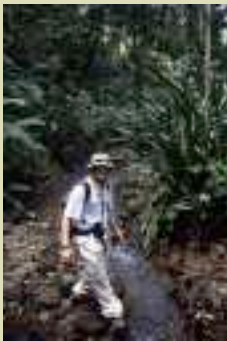
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THE VINE

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How Teachers and Students Can Save The Rainforest by Shaping Upcoming Climate Change Agreements

By Bruce Calhoun, President of STR

Part I: The Past

In 1953, the year I was born, forests blanketed the American tropics, Central Africa, Madagascar, Southeast Asia and the Indonesian archipelago. They were the home to incredibly diverse life forms that biologists studied with delight. E.O. Wilson, the world's leading ant expert, found 43 species of ants in one Peruvian tree (as many ant species as existed in all the British Isles). Terry Erwin, an entomologist for the Smithsonian Institute, identified 1200 species of beetles in a tree in Panama. Other biologists discovered new species of vascular plants or learned about the habits of Jaguars, Scarlet Macaws or---as in the case of Jane Goodall---Chimpanzees.

In addition to sheltering wildlife, tropical forests protected watersheds. They acted as giant sponges that absorbed rainwater in the rainy season and released it downstream during the dry season. The Chagres watershed was of particular importance. It drained into Lake Gatun and supplied the billions of gallons of water necessary to operate the locks of the Panama Canal. The forests also provided food, medicine, fuel and building materials for millions of rural and indigenous people that lived in harmony with their environment. Lastly, and this was not fully appreciated until global warming reared its ugly head, tropical forests stored vast amounts of carbon.



As the 1960s progressed these forests came under assault, slowly at first, and then with startling acceleration.. Poverty and the exploding population in the third world was only partly to blame. Most of the deforestation was driven by the loans and foreign aid of industrial nations. Logging, ranching, mining, dam construction and the building of roads into remote areas was subsidized in the name of progress. Unfortunately, most of the “progress” was environmentally unsustainable and economically unsound. It provided little or no benefit to the people living in the forests, and it destroyed ecosystems that provided watershed protection and warehoused biodiversity.

Seeing this first hand, research biologists in the tropics sounded the alarm. Among the first to respond to the alarm were educators and students. They mobilized across North America and Europe to form the Children's International Rainforest Network. The Network raised millions of dollars to purchase endangered rainforest, and educated the general public about the consequences of deforestation in the tropics. Many students and teachers also petitioned institutions like the World Bank
(continued on page 2)

Bruce Calhoun: continued



Save the Rainforest Group in Mexico

A true conservationist is a man who knows that the world is not given by his fathers but borrowed from his children.
-Audubon



The world is mud-luscious and puddle-wonderful.
~e.e. cummings

and the International Monetary Fund to stop subsidizing “progress” in the tropics. As a result Children’s Rainforest Reserves were established and the subsidies that were driving deforestation were discontinued.

Part II: The Present

Sadly, today, deforestation in the tropics is still running rampant. We are losing an area the size of Peru every year. This is because the people living in tropical countries, unless they are part of a limited number of sustainable development programs seeded with funds from the outside, have little choice but to gobble up the last of their forests. They do so through clearing land to farm in Africa, through converting forests into palm oil plantations in Asia, and cutting down trees for timber in the neotropics. The only way to stop this is to compensate rainforest countries for protecting their forests. If this was done on a large enough scale, local people would choose to be stewards of tropical forests rather than its destroyers. That’s where teachers and students come in.

No, I am not suggesting that teachers and students pony up the estimated 30-60 billion dollars a year necessary to incentivize rainforest conservation. But I am suggesting they help shape the new climate change agreement that the world’s nations are currently negotiating. By shaping it I mean they can lobby those nations to include protecting tropical forests as one of the principal actions needed to mitigate climate change (deforestation in the tropics is responsible for a whopping 20% of global greenhouse emissions).

Teachers and students can also educate the public about the importance of including rainforest conservation in the climate change agreement, thereby creating a groundswell of support for its inclusion. This is crucial, because right now tropical forests are being largely forgotten. The public is being bombarded by commercials and public service announcements explaining the importance of developing renewable energy sources and more fuel efficient cars. They are not being told that greenhouse emissions from deforestation are the second leading contributor to global warming. They are not being told that eliminating emissions from deforestation can be accomplished quickly and does not require any new technology (all we have to do is stop cutting down the forest). They are not being told that all our efforts to mitigate climate change will ultimately be thwarted if tropical forests are not protected. Teachers and students can tell the public this better than anyone else, just like they told the public in the 1990s how marvelous were the world’s rainforests.

Furthermore, students and teachers can let their communities know that ending deforestation in the tropics will have the added benefit of preserving biodiversity, protecting watersheds and breaking the cycle of poverty for millions of people in rainforest countries. With money flowing into the tropics sustainable development projects in the buffer zones surrounding pristine forests will be funded. Community tree nurseries will be established. Trees that produce fruit and timber, and enrich the soil will be planted. Educational outreach programs on the health, nutrition and sanitation will be initiated. A generation of children will grow up ignorant of what it is like to live in a degraded environment with no hope for the future. Those things, AND a substantial reduction in the emissions of greenhouse gases---if we just include protecting tropical forests in the upcoming climate change agreements.

So, what are you waiting for? The last, best chance to save tropical forests---and all that means--- is upon us. You and your students can lobby the nations that are hammering out the new climate change agreement that will be ratified this December in Copenhagen by endorsing the Forests Now Declaration. Just go to the website of Save The Rainforest, Inc. at www.saverfn.org and follow the links. You can also find out a wealth of information that you can share with students, and they can share with your community. Together we can finally end deforestation in the tropics, and that would be great, because in the words of an elementary student who wrote me years ago, “I’m tired of the rainforest getting chopped down”.



The Forests Now Declaration is a unique document that calls on world governments to implement a series of carbon policies and market reforms that will incentivize the protection of tropical forests and safeguard the vital ecosystem services they provide. These ecosystem services include the storage of carbon dioxide, protection of watersheds and the warehousing of biodiversity. The Declaration is being presented to governments as they renegotiate the Kyoto Protocol and hammer out a new climate change agreement that will determine the course of international climate change mitigation for years to come. Ratification of the new agreement is scheduled for December 2009 at the United Nations Framework Convention on Climate Change conference in Copenhagen. **The link for signing on to the Declaration is at the bottom of this page.**

What Else Can You Do.

Teachers and students can also educate the public about the Declaration, thereby creating a groundswell of support for including rainforest conservation in the climate change agreement. This is crucial, because right now tropical forests are being largely forgotten. The public is being bombarded by commercials and public service announcements explaining the importance of developing renewable energy sources and more fuel efficient cars. They are not being told that greenhouse emissions from deforestation is the second leading contributor to global warming. They are not being told that eliminating emissions from deforestation can be accomplished quickly and does not require any new technology (all we have to do is stop cutting down the forest). They are not being told that all our efforts to mitigate climate change will ultimately be thwarted if tropical forests are not protected. Teachers and students can tell the public this better than anyone else by word of mouth, at green events and through letters to the editor at their local newspaper.

At these events and in these letters students and teachers can let their communities know that ending deforestation in the tropics will have the added benefit of preserving biodiversity, protecting watersheds and breaking the cycle of poverty for millions of people in rainforest countries. With money flowing into the tropics for conservation, sustainable development projects in the buffer zones surrounding pristine forests will be funded. Community tree nurseries will be established. Trees that produce fruit and timber, and enrich the soil will be planted. Educational outreach programs on the health, nutrition and sanitation will be initiated. A generation of children will grow up ignorant of what it is like to live in a degraded environment with no hope for the future. Those things, AND a substantial reduction in the emissions of greenhouse gases---if we just include protecting tropical forests in the upcoming climate change agreement.

The Declaration:

Specifically, the Declaration calls on world governments to:

- Ensure that carbon credits for reduced emissions from deforestation and the protection of standing forests are included in all national and international carbon markets, especially those created by the UN Framework Convention on Climate Change.
 - Simplify and expand effective carbon market rules, including the Clean Development Mechanism, to encourage reforestation, afforestation and sustainable forest management.
 - Include tropical forest and land use carbon credits in the European Union Trading Scheme, while maintaining strong incentives to reduce industrial emissions.
 - Encourage early action and new market mechanisms that recognize the value of carbon stocks and forest ecosystem services, and support appropriate voluntary carbon market standards.
 - Provide assistance for developing nations to build capacity to fully participate in the carbon markets, and to evaluate the ecosystem services their forests provide.
- Incentivize the regeneration and sustainable use of degraded land and ecosystems, and remove incentives that encourage forest destruction.

In summary, forests provide one of the largest opportunities for cost effective and immediate action against climate change and must now be treated with urgency. To receive campaign updates and other news or to endorse the Declaration go to www.forestsnow.org.

Palm Oil-Continued

You can often spot palm oil in products by reading the ingredients . But other times it is buried in technical jargon. Here is what to look for:

- Sodium Laureth Sulphate (Can also be from coconut)
- Sodium Lauryl Sulphates (can also be from ricinus oil)
- Sodium dodecyl Sulphate (SDS or NaDS)
- Palmate
- Palm Oil Kernal
- Palmitate

Palm oil is also used in cosmetics. Look for these words:

- Elaeis Guineensis
- Glyceryl Stearate
- Stearic Acid

Here are some chemicals that contain palm oil:

- Steareth -2
- Steareth -20
- Sodium Lauryl Sulphate
- Sodium lauryl sulfoacetate (coconut and/or palm)
- Hydrated palm glycerides
- Sodium isostearoyl lactylate (derived from vegetable stearic acid)
- Cetyl palmitate and octyl palmitate (and anything with palmitate at the end)

“A peasant must stand a long time on a hill-side with his mouth open before a roast duck flies in. We can not afford to wait for the duck.”

Here is a list of companies that have many products that use palm oil. Rain-forest is being cut down at an alarming rate for palm oil plantations to fuel our consumer appetites.

Bath and Body Works
 Cadbury
 Campbell Soup Company
 Chanel
 Dreyer's Grand Ice Cream
 Elizabeth Arden, Inc.
 General Mills
 Hershey
 Kellogg's
 Kraft
 L'Oreal
 Nabisco, Inc.
 Nestle
 Odwalla (parent company: Coca Cola)
 Pepperidge Farm
 PepsiCo. (Frito Lay)
 Proctor and Gamble
 The Dial Corporation
 Unilever

Write or email companies that use palm oil. Ask them to switch to vegetable oil or certified sustainable palm oil.

Yes, your letters can make a difference. Remember the difference the tuna campaign made in protecting dolphins from being killed in tuna nets. Orangutans need that same help now.



BIODIVERSITY ABOUNDS

In 2007, 18516 new species were discovered and described. Most of these new species were found in the tropics. Most of these new discoveries were insects. The world's longest insect, *Phobaeticus chani* from Borneo, resembles a stick. It's body is 14 inches long and measured 22.3 inches with its legs.



Also discovered in Barbados was the world's smallest snake, *Leptotyphlops carlae*. It measures a whopping 4.1 inches. But the most interesting and potential commercial find was a coffee plant from Cameroon that is naturally caffeine free. The *Coffea charrieriana* is the first caffeine free coffee plant ever found. Naturally decaffeinated coffee.

LEATHER BOUND



In a new report by Greenpeace called *Slaughtering the Amazon*, accusations are made against companies generally not associated with rainforest destruction. These companies include Adidas/Reebok, Nike, Carrefour, Eurostar, Unilever, Johnson & Johnson, Toyota, Honda, Gucci, Louis Vuitton, Prada, IKEA, Kraft, Tesco and Wal-Mart, among others. The companies are getting their leather for shoes or handbags, or ready made meals, from cattle in the Amazon. The cattle industry accounts for 80% of the Amazon's destruction and 14% of the rainforest destruction world-wide.

SAVE THE RAINFOREST TRIPS



Save the Rainforest trips are still the best way to learn about the rainforest. Students get so much out of our trips to the tropics. They learn an appreciation of nature, other cultures, conservation, and team work to just name a few. Thousands of students and teachers have taken advantage of these unbelievable opportunities. Contact Save the rainforest at saverfn.org to get your free CD of all our trips and travel tips.





Rainforest Biodiversity Group

Another great group that is helping to educate the public about rainforests and especially the plight of the Great Green Macaw is the Rainforest Biodiversity Group. Their mission is “Protecting biological diversity, including migratory bird species, through the protection of the habitat of the Great Green Macaw and the creation of local conservation initiatives.”

They are working on creating the Costa Rican Bird Route. This wildlife corridor holds the last remaining habitat for the Great Green Macaw, the world's second largest parrot. Another major part of their work is outreach through environmental education programs. Their hope is that teaching the local children to protect and respect the environment will go a long way in protecting the biodiversity of Costa Rica, which holds 5% of the world's biodiversity.

Visit their website at <http://www.rainforestbiodiversity.org/index.htm> or email them at info@rainforestbiodiversity.org and ask to receive their newsletters.



Bruce Calhoun Lectures in Toronto

Save the Rainforest President, Bruce Calhoun, recently had a number of speaking engagements in the Toronto, Canada area. The title of his presentation was *The Role of Young People and Educators in Saving Tropical Forests*. In his presentation, Mr. Calhoun explained how REDD could trigger comprehensive protection of tropical forests in developing countries. He also talked about the past efforts of young people and educators to save the rainforest, and how present and future generations of students can build on those efforts through volunteerism and advocacy.

“A wonderful presentation. We were captivated by the pictures and Mr. Calhoun’s powerful narrative.” *Paul Zammit, Director of Horticulture, Toronto Botanical Gardens*

“Truly gives you a better understanding of why we all need to be concerned about ecology on a worldwide scale.” *Al Hovey, Chair of the International Committee for the National Science Teachers Association*

“Engaging. Students loved the images of plants and animals in the tropics.” *Jeanne Chew, Chairperson, science department, Kipling Collegiate Institute, Toronto*

“Mr. Bruce Calhoun delivered a very interesting and engaging presentation at Upper Canada College on April 22 as a part of Earth week celebrations at the school. His talk kept their interest throughout and included excellent photographs as well as pertinent and accurate information on the state of the rainforests on our planet. He outlined some of the solutions and initiatives young people can undertake in order to remedy the present rapid decline of rainforests in tropical regions. During the question and answer period he addressed eloquently and knowledgeably all queries. I would have no reservations in recommending him as a speaker who can inspire and educate our youth.” *Dr Premek Hamr, Upper Canada College*

Articles by Bruce Calhoun related to the presentation:

- National Council of Social Studies Teachers Journal—Social Education, Fall 2009 issue. (coauthor Butch Beedle)
- Global Warming’s Silver Lining. Virginia Association of Science Teachers Journal, Fall 2009 issue.
- Tropical Forests and the New Climate Change Agreement. Washington Science Teachers Association Journal, June 2009 issue.

You can see a short video clip of Bruce Calhoun’s presentation at <http://www.saverfn.org/presentations.html>.

If you would like Bruce to come to your school please contact him at saverfn@cybermesa.com.



When we heal the earth, we heal ourselves.
~David Orr



GRAB A VINE!



Welcome back. Save the Rainforest has begun a new push to help protect rainforests by promoting a program to offset carbon emissions. Bruce Calhoun has outlined a very persuasive argument and is speaking across the nation. This message is not only one that can be learned by students, but is a fine example of citizen responsibility for all of us. Get involved. Sign the petition. Forward this newsletter to everyone. Please send us the email of anyone you think maybe interested in our newsletter. Let's build up a huge base of connected rainforest educators.



SAVE THE RAINFOREST BOARD MEMBERS

- Bruce Calhoun, New Mexico
- Dan Patrick, Texas
- Barbara Makovec, Wisconsin
- Mark Blackbourn, Wisconsin
- Steve Daily, Indiana
- Butch Beedle, Wisconsin
- Office Manager: Lori Hungate, Las Cruces, NM



“A society grows great when old men plant trees whose shade they know they shall never sit in.”
Greek Proverb

Save The Rainforest Bracelets Available

Save the Rainforest has designed one of a kind bracelets that can be used as promotion, education, or fund raising. These bright green bracelets have Save The Rainforest embossed on them. Your cost is \$1.00 each. You may sell them for \$2-3 to raise money for your projects or trips. Thousands have been sold through out the U.S. and Costa Rica. Order at beedle@eishome.com.



The best way to teach about rainforests is to take the students there. Plan a trip to the rainforest with Save The Rainforest. Lead teachers go free. Order your free CD of information or go to www.saverfn.org.

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