

THE TEACHING OF CONSERVATION EDUCATION IN KENTUCKY THROUGH SCIENCE AND ITS ALLIED SUBJECTS

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The background for our new approach to the teaching of Conservation Education in our schools has been in the process for the past fifteen years. There are several facts that we have learned from our experiences in what was more or less on an experimental or research basis.

The Kentucky Department of Fish and Wildlife Resources, for the past years, has assumed the responsibility of placing a Conservation Education Program before our boys and girls. This has been done in spite of the fact that by law, the teaching of Conservation Education in our schools is mandatory.

What we have tried to do in the past is:

1. To reach as many boys and girls as possible.
2. To encourage our teachers in the participation by Workshops and working with them personally.
3. To retain in our program the teachings of skills such as our Hunter Safety Program.

As a result of these three objectives, last year through classes and units, we placed our school program before more than 90,000 children. This number does not include the 5,000 enrollment that we had at our two summer camps.

From our second objective, we received the best results. We had several spring and fall Workshops at which time much interest was shown by the teachers, also our eighteen Wildlife Conservation Education Supervisors worked personally in the schools with around 1,400 teachers through units or classes. However, the teachers were more or less in the background, as our men prepared and presented the program.

We found the interest running high in our third objective; that is, the teaching of skills, which we feel is a must in any Conservation Education Program. In the schools, we spent quite a bit of time on our Hunter Safety Program, seeing that each of our 80,199 members who took part in this program, got a pretty good dose of it. In our skills, we also include our spring activities such as rifle, moskeet and air guns.

Now, going into the new school year, we are preparing to try out our new approach and as I said before, this new approach that we are taking has been brought about by the experience that we have had during the past years. We have in our hands and will place in the hands of the 6th, 7th and 8th grade teachers, a supplement written by Dr. A. H. Krebs of the University of Illinois from material that he gathered and also from material sent to him by our eighteen Wildlife Conservation Education Supervisors. We have 4,000 books written on the 6th grade basis; 4,000 on the 7th and 4,000 on the 8th. We have seen to it that in these supplements there is material relative to conservation that is not found in the regular science course or the allied courses in which conservation education is taught.

We plan to go into the schools, explaining to these teachers just exactly what we have in mind. We are going to work with her and that we will expect her to assume part of the responsibility of using this supplement at the time when we are not present.

I have requested that each one of my men have at least 80 classes or units. In some instances, this will go to 100, whereby these wildlife men will meet with these teachers at least once a month, presenting the program ourself to groups or classes. Part of our program will be the subject material in the book and part of it on our skills.

As this supplement is an aid to the course that is already being taught and there is great interest being shown by the teachers, we feel like in the next few years we will be able to turn over to the teacher for her use, this supplement and our wildlife men can be more or less supervisors of the program. In the future, these steps will lead to the indoctrination of our education program to all boys and girls in the grades in Kentucky.

When our monthly program is presented to a unit, that is, a group of more than one class which represents the students of four or five teachers, our men will present the program themselves, with the teachers being present. According to our figures, we should this year reach at least every 6th, 7th and 8th grade in the State of Kentucky, which will represent about 120,000 children.

We are going into this, realizing that it will take a lot of enthusiasm and sincerity and an able presentation of it to the teachers in order for this program to succeed. From time to time, we will be able to check with the teachers to find out what progress is being made in the using of our supplementary program.

I realize that this is quite a big subject to place in the form of a paper and I will welcome any questions and discussion upon it.

A-V PRACTICES OF THE FLORIDA GAME AND FRESH WATER FISH COMMISSION

*By B. E. JOHNSON, Chief Audio Visual Section
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RADIO PRODUCTION AND TELEVISION SHORTS:

Triple-saturation of high-impact conservation message is a new development of technique used by the Audio-Visual Section of the Florida Game and Fresh Water Fish Commission's Information and Education Division.

Using a repetitive drum-beat of message into the conscious-subconscious mass mind of the Florida public, the technique takes advantage of the peculiarities of television, radio and newspaper to achieve a startling success-level of usage.

The messages are short, swift, timeless, and have a maximum impact upon the eye and ear so as to hold the public's attention riveted on what comes next—the conservation message.

For the same single message, the same copy, with slight alterations, is used on all three publication media—radio, television and newspaper—to achieve simultaneous saturation.

Produced as low-cost public-service spots, clips and fillers, the messages have been proven as holding an unusual appeal and usefulness to the people who count—the radio disc jockeys, the television program managers, and the newspaper columnists.

Proven users of the messages are *one hundred percent* of the state's 22 commercial television stations, and 135 of the state's 166 commercial radio stations, plus an average of fifteen to twenty daily and weekly newspapers.

Thus, any one twenty-seven-second script blankets the state's media, and is projected, beamed and reprinted repeatedly until the film or recording is totally worn out.

Stations have voluntarily requested *second copies* of the same television film or radio recording, complaining that they have worn the first one out and need a new copy.

HOW THIS DONE:

DESIGN: Each message is simple and concentrated; that is, it focuses completely on one particular point, with no distracting side-remarks. The messages are short, fitting into twenty-two or fifty-two seconds of narrator's copy, for use in a thirty or sixty second time segment. The messages *sell* conservation in the same manner as detergents or razor blades are sold by the commercial interests; by swift, repetitive beat. The messages, however, hold to a high level of intelligence, and are not mawkish, imitative or redundant. Above all, they contribute to the public welfare without apology, humility or beseechment. The messages hold the ear and the eye, simultaneously.

FORMAT: In the radio record, each spot-message begins with a deep-toned attention-getting sibilant whisper "LISTEN . . . to the voice of Florida's wilderness." This is followed by three seconds of the