

## CONSERVATION CAMP COUNSELLOR PROGRAMS IN TENNESSEE

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(No paper available.)

## MASS EDUCATION MEDIA IN NORTH CAROLINA

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No matter how well planned and well executed a program of wildlife conservation in any state might be, most of the time and effort expended will have been in vain if the general public is not informed of it. An uninformed and misinformed public is still the greatest bottleneck in the field of conservation today. These rather categorical statements are somewhat in the nature of platitudes; they may be trite—but their implications are still critical. No program of conservation can attain anything like a reasonable success unless it has public support.

Sometimes people working in Information and Education Sections, Education-Public Relations Divisions are called upon to justify their existence. Although this has never happened in North Carolina, we have realized the necessity for having a ready statement of purpose of our information and education program. Our policy, briefly, is this: To make more and more people aware of the need for wildlife conservation and to secure their active cooperation in the improvement of hunting and fishing.

Large numbers of people can be reached and influenced effectively only by the use of mass education media. No attempt will be made here to classify these mediae as to importance or effectiveness. Each state will have its own peculiar situations, and these situations will determine the emphasis to be placed on the various media or education tools available. Each tool has its limitations. None will reach or bear influence on a majority of the population.

It should be pointed out at the beginning that the number of mediae for mass education and the extent to which these mediae are used depend directly on the budget funds available for their use. Often a choice of media will have to be made. Such a choice, assuming sound judgment, will be based on the problems at hand and the population segments that most urgently need to be reached.

What then, are mass education media? How effectively can they be used? Although the point is debatable, many people consider the printed word to be the most effective means of reaching the largest number of people. In North Carolina we have found this to be a most effective medium. The Wildlife Resources Commission publishes a monthly magazine that has a current circulation in excess of 50,000 copies per month, reaching about 250,000 people each month. This has been an effective means of explaining Commission policy, and what the Commission is attempting to do, and securing support in the overall program. About 90 percent of these subscribers, incidentally, are paid.

Perhaps, an equally significant means of reaching more people (irregularly) is through the press. A sympathetic press is essential to the success of any kind of program. We use formal releases issued to all newspapers, but only as newsworthy incidents or developments occur. Editors are aware that a release from us is news, not propaganda, and most of our copy appears in print. Also, we provide a weekly Rod and Gun Column that is widely accepted, plus occasional Sunday feature material.

Printed pamphlets, booklets and leaflets are effective, but are usually designed to appeal to specific groups. They are, however, extremely effective and should not be overlooked as an education tool.

With more radio sets in existence than ever before, and the sale of television sets ever increasing, these mediae are of extreme importance. Our news releases go out to all stations in the state, and although we do not advertise our excellent hunting and fishing to non-residents, we send information materials to a number of out-of-state radio and television stations (also to newspapers).

Department personnel have been successful in working directly on radio and television programs, providing live shows, doing interviews, films, and slides.

We are careful to instruct field or operational level personnel to adhere to subjects with which they are familiar and avoid at all costs discussion of matters which are considered to be commission policy. An expansion of our policy of providing prepared radio and television programs is being given consideration.

Closely associated with radio and television work are motion pictures. Because there are so many motion picture films available to conservation agencies without charge, a good library of conservation films can be maintained on the smallest of budgets. Other educational films can be obtained at a relatively small cost.

We have learned that the most effective films are those we have produced within our own state and designed for home consumption. People, especially sportsmen, like to see subjects that deal with their own locality. Our first film (sound-color, 25 minutes) was produced commercially at a cost in excess of \$20,000. Our second was produced by our own staff and cost less than \$2,000 in cash outlay, not counting salary time and field expenses. We are in the process of producing two more, one on wildlife protection and another on 4-H wildlife conservation projects. Altogether our film library has about twenty titles and over forty prints which are kept in constant circulation.

By timing finished motion picture productions properly they can be used effectively as television material: Twenty-nine minutes for a half-hour program and thirteen and one-half minutes for a fifteen minute spot. One of our films was used five different times by the same station—at the request of viewers. Two productions have been used in part at various times on nationwide programs.

It is apparent that the use of films on television does not destroy their value to ordinary film projection at meetings and schools. In fact, it helps to create a demand for them.

In connection with film production we have found that there is a strong demand for short film features for television use. We use black and white film for this because of quicker processing, but with the advent of color telecasting we will use color altogether.

There might be some question as to whether schools and organized youth groups come under the classification of "mass" population segments, but these groups are too important in a conservation-education program to be overlooked.

Our budget does not allow us to employ a staff sufficient to work directly in the classroom or with individual clubs except in extraordinary circumstances. We still do not have wildlife conservation or conservation of our natural resources as a part of our elementary or high school curriculum. We are approaching this ideal, however, through working with county superintendents and supervisors, teachers, colleges and other leading groups. We have proven that there is much interest in the subject among teachers and among pupils. A recent teaching guide for conservation has been distributed to schools throughout the state. It is too early to measure the effect of this, but there are indications that our state department of public instruction will soon give serious consideration to making conservation, either as such or by intergration, part of the school curriculum.

Most of our youth group work is done directly with organization leaders during the school months, and at various camps and workshops during the summer.

It was proven during World War II that posters are an effective means of influencing public opinion. On several occasions we have placed posters of various kinds in public places and found them to be highly successful. These include safety posters, admonitions to observe the fish and game rules, "Hunting by Permission Only" signs, and others.

In conclusion it should be pointed out that all possible mass media for public education should be used. The mass education program should be tailored to the needs of the individual situation in a manner which the public will accept.

## TECHNICAL LAW ENFORCEMENT SESSION

### A METHOD OF TEACHING WATERFOWL IDENTIFICATION

By HAROLD M. STEELE

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This session deals primarily with an actual presentation of the methods described by Douglas E. Wade last year at this conference.

Being an enforcement officer I have long since realized the importance to each Conservation Department of making available to the officer in the field every tool which will insure his acceptance by the public as a professional in his field. Such acceptance reflects upon his department a respect by the hunting and fishing public which can be gained only by having well informed personnel in the field.

The Conservation Officer is the "front office" for any Department. He is the contact man, the liaison man between the administrative, the research, the information and educational branches and John Doe, the man who pays the bill. It is expected, and properly so, that when the Officer contacts "John" in the field, the Officer should know the tools with which he works. It is expected of the Officer that he know the various types of wildlife with which he deals, and at least have a basic knowledge of conditions affecting the scarcity or abundance of that species. If the Officer has such knowledge and is able to impress the individual sportsman with it, he becomes a valuable asset to the Department. If he does not have such knowledge, it becomes understandable that the sportsman may "question" the entire operation of the Department. To the average man in the field, the Officer who checks him is *the Department*.

We are presenting the visual-aids materials you are about to see with the thought in mind that primarily we are interested in THE BIRD IN HAND—the duck or goose we check in the hunter's bag.<sup>1</sup>

### A METHOD OF TEACHING WATERFOWL IDENTIFICATION

In so doing we have tried to impress upon those to whom we present this demonstration that in each different duck there is one fool-proof, easily remembered and distinctive marking or conformation by which the bird may be identified. It may be a distinctive head shape as in the Shoveller or Canvas-back. It may be an unusual coloration of the bill as in the Ring-necked Duck. Certainly size is a factor in separating the various kinds of birds in the bag. The speculum or wing-patch offers an easy method of telling the "look alikes" one from the other. To these ends we have developed such aids as these color slides, wing mounts and mounted specimens which you see here.

Please note the distinctive differences in the "wing patch" on waterfowl that otherwise have almost the same coloration and size. By repeatedly stressing certain characteristics in placement of color combinations found in the wings and using the color slides in conjunction with the wing mounts, we have found that the Officers and others to whom the program has been presented tend to

<sup>1</sup> Kodachrome slides, mounted wings and mounted specimens of waterfowl were used in demonstration of methods developed in cooperation with the Information and Education Division of the South Carolina Wildlife Resources Department.