

During Camp Wildlife for these Girl Scouts, many of our biologists and technicians and other experts have talked and demonstrated many of the subjects which are related to conservation. Some of the specialists are qualified to pass on merit badges. Camp Wildlife will again operate, and celebrate its fourth encampment, next year, 1960.

The spring of this year, 1959, after many months of negotiating and conferences, a 4-H program was approved by the Department of Agriculture Extension Service and representatives of the Game and Fresh Water Fish Commission. The program consists of three levels or degrees through which the 4-H student can prepare himself in the subjects of soil, water, forestry and wildlife. These degrees are namely: primary level (county), advanced level, and state level. A special primary certificate will be presented to the student who does outstanding work on a county level. Recommendation for this special award will be the responsibility of the county agent.

After some three years of conferences, panels, workshops, and speaking efforts the Florida Federation of Garden Clubs sent a small contingent to the Youth Conservation Camp. In July, 1959, a group of boy Junior Gardeners arrived at camp. So likewise did a group of girls arrive in June for a one- and two-week stay.

They called their summer experience "Junior Nature Camp."

The program was a tremendous success and plans are now being prepared for a hundred boys and a hundred girls to be sent to the summer encampment for 1960. The nature program was very well received, and has caused consideration of a conservation program for Junior Garden Club members.

Another highly successful experimental program conducted this year, 1959, was the cooperation plan of the Florida's Society for Crippled Children. Eight handicapped children (all boys) were sent to the two-week session at the Florida Youth Conservation camp. The severity of the cases ranged from wheel chairs to crutches. A therapist and an aide-counselor supplemented our staff. The youngsters were so elated at having a chance to be accepted as regular fellows that all want to return.

Plans for 1960 may possibly include a special one-week session for these exceptional children.

Continuing Conservation programs for 1960 include:

- Woodmen of the World (conference stage)
- Future Farmers of America (near completion)
- Camp Fire Girls (contact stage)
- Future Foresters of Florida (correspondence stage)
- Junior Garden Clubs (conference stage)

A REVIEW OF VIRGINIA'S CONSERVATION WORKSHOPS FOR TEACHERS AND WILDLIFE ESSAY CONTEST

By **STUART P. DAVEY**

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Virginia's school teachers now have the opportunity to learn about natural resources, thanks to the conservation workshops held each summer.

Sponsored by the Virginia Resource-Use Education Council, an organization of conservation education leaders representing all the state and federal resource agencies, and several colleges, these three-week sessions are held at Virginia Polytechnic Institute, Virginia State College and the College of William and Mary. The Virginia game commission is proud to be affiliated with the Council and has generously donated staff time and services. The Commission was instrumental in organizing the Council in 1952 and a member of its staff was the Council's first chairman.

After completion of its first project, which was a booklet entitled *A Look at Virginia's Natural Resources*, the workshop program was undertaken. Right from the beginning it was realized that money would be necessary to furnish scholarships for the majority of teachers—competition being what it is in summer sessions. The financial problems were vigorously tackled by Council members. In starting the program, the Council was successful in getting a national foundation to underwrite the program on a 50-50 basis matching local contributions for an initial three-year period. This was done through the cooperative efforts of the Old Dominion Foundation and local Virginia sportsmen's organizations, garden clubs, soil conservation districts, private individuals and industrial firms, which together raised approximately \$6,000 each year to launch a series of summer workshops at three of Virginia's colleges. The Council, through local contributions alone, now is able to carry on this work.

Mr. E. W. Mundie, extension soil conservationist from V. P. I., has acted as director of the workshops and has made sure that instruction is not only understandable but practical and slanted toward future use by the teachers in their classrooms.

Personnel of various agencies teach geology, soils, marine life, forestry and wildlife and the teachers have been very enthusiastic and complimentary in their acceptance of the classes and field trips.

The first workshop, held at V. P. I. in 1956, attracted 29 teachers. The next year, 55 attended the sessions at V. P. I. and William and Mary while 114 were taught in 1958 at the three colleges. Mr. Mundie found that, even from the teachers attending in one year, over 11,000 students would be affected to some degree by their instructors' increased knowledge of natural resources and the need for their wise use and management.

The Virginia Resource-Use Education Council is determined to keep the program growing until such time as the State Department of Education and the institutions of higher learning can take charge.

The Virginia game commission expects to be in the battle all the way.

VIRGINIA'S WILDLIFE ESSAY CONTEST

How do you get children interested in wildlife conservation? That has always been a pertinent question and when discussing this back in 1947, leaders of the Virginia game commission and Izaak Walton League decided not just to question but to act—and act they have—with an annual wildlife essay contest for Virginia school children, grades 5 through 12.

Has it succeeded? Let's look at the record. Since the first contest held in 1947, 3200 schools have not only officially entered but have submitted over 46,000 essays which have won 5 college scholarships, 813 cash prizes totalling \$14,800 in money and 2,020 certificates of merit. In addition to the ones sent to contest headquarters, many more thousands of essays are started—and some of them completed—but for one reason or another are never entered in the contest. Parents and probably brothers and sisters are involved in the students' undertaking. Yes, without a doubt the contest has served as a worthwhile project in wildlife conservation education.

Early each summer a committee composed of representatives of the State Department of Education, Virginia Division of the Izaak Walton League and Virginia game commission meet to draw up rules and regulations and to select a subject for the essay. The current subject is "How Wildlife Benefits from Wise Use of Soil—Water—Forests."

By early fall, announcements are sent to the news media, school officials, commission field personnel and Izaak Walton League chapters, and personal contact of the school principals and teachers begins.

As soon as official entry cards are received, packets of information are sent to the schools. The packets contain pamphlets, reprints, etc., which concern soil, water, forest and wildlife conservation, and special effort is made to send only the more pertinent publications. Both federal and state agencies have cooperated generously in supplying much of the material. Also included are suggestions and guides for the teachers and students.

The writing and scheduling depends upon the school and teacher, but by the February deadline, the essays are rolling in and judging begins. Commission personnel screen the essays and select the best ones for final judging by a committee composed of a representative from the Commission, State Department of Education, and the Izaak Walton League.

Winners are announced statewide and many local award programs are held in addition to the one in Richmond. At the Capitol, the scholarship winner and grand prize winner of each of the eight grades are presented their prizes by the governor and, after a tour of the city, further festivities are held during the luncheon which is attended by many representatives and friends of the sponsors and winners.

After the luncheon, it is almost time to start planning for the next year. The contest necessitates considerable effort being expended but as a method for extending wildlife and all natural resource conservation education, it has proven itself as a grassroots teaching tool in the schools of Virginia.

MOTION PICTURE PRODUCTION IN MARYLAND

By DAVID J. SMITH

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Our program in Maryland is the result of an attempt some years ago to have a commercial studio produce for us a twenty-five minute film on one of the phases of our management work. After having contacted all such studios in the Baltimore area we realized that such a project was priced out of our class. We did not abandon the idea entirely, however, but instead, planned to try the job on our own. For an amount less than one such production would have cost us, we purchased a Kodak cine special 16 mm. camera, fully equipped and made the film complete with all the trimmings, sound effects, music and narration. It was so well accepted by the sporting public that we have added ten additional films to our library during the past seven years. During that time we also added to our production equipment until today, we have enough to do most of the basic operations.

We still have the same old Kodak cine special camera, to which we have added a synchronous motor for use when we make lip-sync dialogue pictures. This type of movie filming was recently made a reality to the small producer through the introduction of a new product that accurately controls the speed of a tape recorder. We recently acquired an inexpensive $\frac{1}{4}$ " tape recorder that utilizes this new product. It incorporates on the tape recorder an ingenious device known by the trade name of "Ranger Tone." This device imposes a signal at right angles to the other material being recorded on the tape but in no way affects the quality of the recording. It uses the standard sixty cycles in our alternating current to govern the frequency of this signal which, in turn, controls the speed of the machine in the playback without the slightest variation. To isolate the camera noises from the recording tapes, when used with that equipment, a blimp was made of $\frac{1}{2}$ " plywood, lined with sheet lead and sponge rubber which proved to be very effective, especially in the out-of-doors.

Since many shooting locations are along stream sides and other remote areas where electricity is not available, a portable converter generator was purchased to supply current to operate the camera motor and recorder from an ordinary 12-volt storage battery. This piece is small enough to be carried by hand for a long distance and does a very satisfactory job.

The only other major piece we have had to buy was a synchronous motor drive for our 16 mm. Bell and Howell projector. It attaches to any projector in a matters of seconds thus avoiding the necessity of having a projector standing idly by in our editing room. Since our recorder and projector can now be operated synchronously, our films can be narrated in any room with proper acoustical qualities. We have just completed such a room with a sound isolating booth for our projectors. This saves us the high cost of renting a commercial studio for this purpose.