

As far as television is concerned, I would suggest that if you supply copy to your local TV Sports Announcer, that you make it short and factual. When a Sports Director or a news service gets a cumbersome piece of copy that has to be rewritten and ambiguities left out, the chances are, that that piece of copy will end up in the trash can instead of on the air.

Write a short covering letter explaining that the attached information should be of interest to his listener.

Attach a well written, factual message not exceeding 100 words.

An example: "Sportsmen, it's time now to oil and clean your shot-guns for the duck hunting season is just around the corner. Duck hunting becomes legal on (such and such a date). Hunting pressure the first day is usually heavy so, select your area, have your decoys ready and be in the blind on time. Don't overlook that State Hunting License, it costs only two dollars and is available at Sporting Goods Stores. Federal regulations also call for a Duck Stamp. Those are two MUSTS before you plan the trip. Good Hunting."

With brevity, the chances are good that your copy will reach the air.

You might also keep in mind, that in spite of the fact that most TV Sportscasters talk only baseball and football, and golf, you may have an entree by inviting the TV personality to go on a field trip with you . . . on the water . . . quail hunting . . . etc. Perhaps you can convince the Program Director that a feature film of, say five minutes or even 10 minutes, might be of real value.

Of course, if this can be done with your own personnel photographers and writers and you have a budget to cover the costs . . . make an appointment with the local Program Director for suggestions and then go about the production. A good package is useable many times, not only on the air, but in classrooms and special club meetings.

You can't overestimate the value publicity will bring to your state when that publicity is planned and professionally handled.

## CONSERVATION EDUCATION IN ARKANSAS SCHOOLS

BY JACK DYER

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In addition to scientific management of fish and wildlife resource programs, one of the major problems confronting state Game, Fish and Conservation Commissions today is the lack of an adequate Conservation-Education program to assist in selling the state's natural resources management techniques. Educational efforts give real meaning to objectives and prepare future generations to conserve and enjoy the nation's natural resources.

All of us realize that most conservation-minded people are convinced that waste and depletion of our natural resources constitute a serious threat to the well-being of our country. The problem is to get all people to give it serious thought and attention. One of the most logical approaches to this problem, to me, is through the teaching of resource management in our schools.

In a number of states in our nation worthwhile Conservation-Education programs are being offered in schools, but in a great many other states conservation training is inadequate. For this reason state agencies cannot escape the urgent need for Conservation-Education in our schools that will be in accord with problems, achievements, and changes of our times.

Many schools that are now without a positive working program are working toward a curricula which will include teaching conservation

in the classroom. We, as state agencies, can and should where possible, aid the teachers who have started teaching conservation in the elementary levels.

In many states legislation has been enacted requiring conservation to be taught in public schools. In Arkansas such a law is on the statute books, as shown by the following excerpts from Act 312 of 1939:

**"COURSES IN CONSERVATION OF NATURAL RESOURCES—TEACHERS REQUIRED TO TAKE COURSE.** — On and after September 1, 1939, all of the higher state educational institutions shall give instruction in nature study and the conservation of natural resources, including fish and game, soil fertility and erosion, forests and minerals, and all students in said institution preparing to be teachers shall be required to take such courses of instructions.

**HIGH SCHOOL STUDENTS REQUIRED TO TAKE COURSE ON CONSERVATION OF NATURAL RESOURCES.** — On and after September 1, 1939, all of the higher schools supported by the public funds shall give instructions in the conservation of natural resources, including the study of fish and game, soil fertility and erosion, forests and minerals, and all students in said institutions shall be required to take such course of instructions.

**NATURE STUDY REQUIRED IN ELEMENTARY GRADES.** — On and after September 1, 1939, nature study shall be a fundamental requirement of promotion from grades in at least two (2) of the elementary grades of the public schools.

**ADMINISTRATION OF ACT.** — It shall be the duty of the Commissioner of Education to make arrangements for carrying out the provisions of Sections 2 and 3 of this Act.

**TEXTBOOKS FOR USE IN HIGH SCHOOLS.** — It shall be the duty of the Commissioner of Education, within a reasonable time, to prepare or designate a textbook and/or arrange other suitable subject matter to be used in the high schools of the state as prescribed in Section 2 in cooperation with the various departments of the State Government concerned with the conservation of natural resources.

**COOPERATION BETWEEN CONSERVATION AND EDUCATION DEPARTMENTS ON TEXTBOOKS.** — It shall be the duty of the administrative officers of the State Government concerned with the conservation of natural resources to cooperate with the State Commissioner of Education in the preparation of (or) designation of a textbook and/or arranging other suitable material to be used as the basis for instruction in the conservation of the natural resources as required in Section 2."

There are generally two methods used by Game, Fish, and Conservation Commissions in dealing with conservation in schools:

(1) Information and Education staffs working with State Departments of Education to assist teacher training institutions to develop within our educators proper conservation attitudes, and the understanding of conservation practices. Help increase resource-use education in the curricula of teacher training institutions. Assist school administrations and teachers via teacher conferences, field trips, and classroom demonstrations;

(2) State Game, Fish, and Conservation Commission personnel taking conservation to the schools.

In Arkansas our agency participates in both methods, but we spend more time in taking conservation to the schools.

The main reason for this approach is that most of the schools are not prepared to teach conservation in the classroom. A great number of classroom teachers are interested and enthusiastic about Conservation-Education, but do not have proper training in resource management.

For several summers a state conservation committee—conservation agencies working with the State Education Department—conducted teacher workshops. They were on college campuses for students training

to be teachers and for teachers engaged in graduate work. The workshops were six (6) weeks long and the teaching was split up between the participating conservation agencies and staffed by their personnel. In each workshop credit, usually three (3) hours, was given by the college. As many as four (4) workshops have been held in one summer.

Response by the teachers has been good. In each workshop the teachers (students) in attendance showed genuine interest in all resource management and indicated (on evaluation questionnaires) that the classes had added greatly to their understanding of conservation.

At times it was difficult for the conservation agencies to handle their share of the teaching, since in each case their personnel had other regular duties and the workshops were extra.

Teacher workshops in conservation have not been held for the last four (4) years since, as sometimes happens in loosely-knit state cooperative efforts, there was a lack of coordination and the committee stopped functioning.

But all is not dark. Presently a new, larger conservation committee is being formed; teacher workshops and perhaps printed resource material will hopefully be some of the end results. Certainly a great deal more should be done along these lines to strengthen the teaching of conservation in our state schools.

One member of our Information-Education staff spends the entire school year presenting programs on conservation to schools from upper elementary grades through high school. These programs consist of talks on resource management and presentation of movies dealing with resources of the state.

In working with the larger high schools this work is carried on in the classrooms of science and biology students. The upper elementary grades generally have their entire student body in a group for these presentations. Some time is spent with the superintendent and faculty members discussing ways to include conservation in the classroom.

Arrangements for these programs with the schools are made by our wildlife officers. This gives our wildlife officers an opportunity to come in contact with schools in their county, and in a great many instances they have the opportunity to present additional programs dealing with fish and wildlife resources in their particular area.

Programs with the schools is on a voluntary basis; it is not required by the State Department of Education. This method has worked very well in our state as there are generally requests for more frequent visits to the schools. Unfortunately we do not have the personnel nor money to expand this activity to the degree that we feel is necessary to accomplish the desired results.

We in Arkansas realize that teaching of conservation in schools should be done by educators. I think schools are at fault in not doing this, but I also think that we as conservationists should find some way to communicate with school administrations in this cause and convince them that conservation must be included in our training and education program.

## THE VALUE OF THE AGENCY HOUSE ORGAN

BY LOU CLAPPER  
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If you have need for a slide rule . . . you should know how to use it. It's a tool . . . an efficient instrument to obtain a quick, accurate mathematical result.

Perhaps your needs are microscopes, computers, knowledge of the law, chemistry, meteorology. In any event, you have to know about many things and you have to understand all of the tools that are needed to