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A SURVEY OF

CONSERVATION-EDUCATION NEEDS

OF THE

U.S. FISH AND WILDLIFE SERVICE





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**A SURVEY OF CONSERVATION-EDUCATION NEEDS  
OF THE U.S. FISH AND WILDLIFE SERVICE**

Summary of Replies to Questionnaires Sent to Field Stations of the Service

Compiled in Office of Information  
U. S. Fish and Wildlife Service



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## INTRODUCTION

This report is a summary of the findings of a survey made in 1959 to determine the conservation-education needs of the U. S. Fish and Wildlife Service. The survey was prompted by a realization that if we are to meet tomorrow's challenges in the field of fish and wildlife conservation we must have public understanding and support of the Service's programs.

A conservation-education questionnaire was sent in April 1959 to each of the 684 field stations of the Service (copy of the questionnaire is appended to this report; see pages 17-20). Completed questionnaires were returned by 416 (61 percent) of the stations. In the Bureau of Commercial Fisheries, 44 percent of the 139 stations responded; in the Bureau of Sport Fisheries and Wildlife, 65 percent of the 545 stations responded. These expressions from the field are important inasmuch as a long-range plan to accelerate conservation education is being prepared, aimed at the field level where public contacts are greatest, and consequently field personnel will play an important role in any planning.

Answers to the questionnaire were analyzed and summarized by Charles W. Luscher, of the Bureau of Land Management, as a management trainee project. The data were consolidated in the Office of Information into the following report.

The data are given according to Bureaus and Divisions, with a summary for the Service as a whole.

ANALYSIS OF REPLIES TO SERVICE QUESTIONNAIRE ON CONSERVATION-EDUCATION NEEDS

(Limited to most common needs; rank based on number of Stations reporting need)

BUREAU OF COMMERCIAL FISHERIES

Item	Division of Biological Research	Div. of Industrial Research & Services	Division of Resource Management
1. Sources of request for information.	1. Newspapers. 2. Schools. 3. Youth groups.	1. Newspapers. 2. Schools. 3. Organizations other than game clubs.	1. Newspapers. 2. Schools. 3. Organizations other than game clubs.
2. Services supplied to press, radio, and television.	1. Information. 2. Photographs. 3. Station press releases.	1. Information. 2. Station press releases. 3. Service press releases.	1. Photographs. 2. Information. Press Releases. Movies.
3. Assistance given to schools.	1. Personal appearances. 2. Displays. 3. Publications and pictures.	1. Publications. 2. Pictures. 3. Personal appearances.	1. Personal appearances. 2. Publications. Pictures. 3. Displays.
4. Assistance given to youth groups.	1. Illustrated talks. 2. Station tours. 3. Lectures.	1. Films and slides. 2. Publications and station tours. 3. Illustrated talks.	1. Station tours. Personal appearances.
5. Material prepared locally for Nos. 2, 3, and 4.	1. Charts and displays. 2. Movies and slides. 3. Life history displays.	1. Charts and displays. 2. Publications. 3. Visual aids. News articles. Special press releases. Market news reports.	1. Press releases. Movies. Photographs. Mimeographed leaflet. (No further breakdown)
6. Services most frequently requested by visitors to Stations.	1. Publications. 2. Naturalist services. 3. Information on hunting and fishing.	1. Publications. 2. Reports on supplies of food fishes. 3. Recipes for fish and shellfish.	1. Naturalist services. 2. Information on hunting and fishing. Reports on supplies of food fishes. Publications.

Item	Division of Biological Research	Div. of Industrial Research & Services	Division of Resource Management
7. Kinds of publications needed at Stations.	1. Research program. 2. Fishery leaflets for various areas. Illustrated life history pubé. 3. Work of FWS.	1. Fishery resource conservation. 2. Local Station activities. 3. Work of FWS. 4. Fish-cookery.	1. Local Station activities (particularly Columbia River Basin).
8. Unavailable material needed for better public understanding of FWS programs.	1. Work of FWS. Illustrated publications on commercial fisheries. 2. Conservation films. Research films.	1. Work of FWS. 2. Pamphlet on local Station. Film on FWS activities. 3. Lists of available pubs.	1. Salmon leaflets. Conservation leaflets. FWS film.
9. Visual aids prepared locally to advance program.	1. Slides 2. Exhibits--displays. 3. Still pictures.	1. Still pictures. 2. Movies. 3. Slides.	1. Slides. 2. Movies. Still pictures. Exhibits--displays.
10. FWS activities needed to promote greater understanding of FWS programs and conservation of natural resources according to--  (a) Local educator.	1. Slides--movies. 2. Illus. lectures. 3. Conservation posters. Illus. pamphlets. 4. Publications on work of FWS and wildlife conservation.	1. Slides--movies. 2. Illus. lectures. 3. Publications on conservation and wildlife. Visual aids. 4. Lists of pubs. and films available. Fish cookery demonstrations. Technical subjects illustrated by slides.	Not answered

Item	Division of Biological Research	Div. of Industrial Research & Services	Division of Resource Management
(b) Newspaper editor.	<ol style="list-style-type: none"> <li>1. Local interest items.</li> <li>2. Photographs. Articles on new developments.</li> <li>3. Feature stories. Articles on salt-water conservation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Local conservation news.</li> <li>2. Articles on fish foods.</li> <li>3. News of technical and biological research. Articles on new developments, conservation, market news reports.</li> </ol>	Not answered.
(c) Radio station manager.	<ol style="list-style-type: none"> <li>1. Local interest items. Personal appearances.</li> <li>2. Spot announcements.</li> <li>3. Fishery seminar announcements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Local interest news.</li> <li>2. Market information.</li> <li>3. Information on Station activities and conservation. Personal appearances. Announcements of special programs.</li> </ol>	Not answered.
(d) TV station manager.	<ol style="list-style-type: none"> <li>1. Short film fillers.</li> <li>2. Short spot film on new developments. Local conservation news.</li> <li>3. Personal appearances on conservation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short spot films.</li> <li>2. Service films.</li> <li>3. Information on pond stocking, research, new laws. Local interest items. Announcements of special programs.</li> </ol>	Not answered.
(e) Youth group supervisor.	<ol style="list-style-type: none"> <li>1. Illus. lectures.</li> <li>2. Slides and films.</li> <li>3. Posters. Merit badge counseling.</li> <li>4. Station tours. Illustrated publications. Pocket conservation cards.</li> </ol>	<ol style="list-style-type: none"> <li>1. Slides--movies.</li> <li>2. Personal appearances.</li> <li>3. Publications. Posters. Field trips. Suggestions for conservation projects. Fishing clinics.</li> </ol>	Not answered.

Item	Division of Biological Research	Div. of Industrial Research & Services	Division of Resource Management
(f) Civic-group official.	1. Illustrated talks to service or- ganizations. 2. Exhibits. 3. Participation on fishing commit- tees.	1. Films. 2. Illustrated talks to ser- vice organi- zations.	Not answered.

## BUREAU OF COMMERCIAL FISHERIES

### Summary

1. People are interested primarily in local areas and local conservation matters.
2. Considerable work is carried on with local schools and youth groups. The best approach is through personal appearances, armed with an interesting and well-illustrated talk.
3. A well-trained information worker is needed in the regions.
4. Lists of available publications and films are needed in the field stations.
5. Illustrated publications are needed: (1) explaining activities of the Service and (2) geared to age groups.
6. More than half of the stations (53 percent) reported few or no requests for information on the Service's activities. This may indicate an unawareness of availability of services rather than indifference on the part of the public. It points up the need for making known to the local people the services that are available at the field stations.

ANALYSIS OF REPLIES TO SERVICE QUESTIONNAIRE ON CONSERVATION-EDUCATION NEEDS

(Limited to most common needs; rank based on number of Stations reporting need)

BUREAU OF SPORT FISHERIES AND WILDLIFE

Item	Sport Fisheries	Technical Services	Wildlife
1. Sources of requests for information.	1. Schools. 2. Youth groups. 3. Newspapers.	1. Game clubs. 2. Youth groups. 3. Other organizations.	1. Game clubs. 2. Newspapers. 3. Schools.
2. Services supplied to press, radio, and television.	1. Information. 2. Station press releases. 3. Service press releases.	1. Information. 2. Station press releases. 3. Movies.	1. Information. 2. Station press releases. 3. Service press releases.
3. Assistance given to schools.	1. Publications. 2. Personal appearances. 3. Pictures.	1. Personal appearances. 2. Publications. 3. Pictures.	1. Personal appearances. 2. Pictures. 3. Publications.
4. Assistance given to youth groups.	1. Station tours. 2. Illustrated talks. 3. Publications.	1. Merit badge counseling. 2. Films--slides. 3. Illustrated talks and field trips.	1. Illustrated talks. 2. Films--slides. 3. Merit badge counseling.
5. Material prepared locally for Nos. 2, 3, and 4.	1. Charts and displays. 2. Movies--slides. 3. Lectures.	1. Movies--slides. 2. Charts and displays. 3. Publications. Pictures. Taped radio releases.	1. Movies, slides, and pictures. 2. Charts and displays. 3. Lectures.
6. Services most frequently requested by visitors to Stations.	1. Information on hunting and fishing. 2. Publications. 3. Information on camping and picnicking.	1. Information on hunting and fishing. 2. Publications. 3. Naturalist services.	1. Information on hunting and fishing. 2. Publications. 3. Naturalist services.

Item	Sport Fisheries	Technical Services	Wildlife
7. Kinds of publications needed at Stations.	<ol style="list-style-type: none"> <li>1. Local Station activities.</li> <li>2. Fish culture and management.</li> <li>3. Work of FWS.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work of FWS.</li> <li>2. Conservation.</li> <li>3. Local Station activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Local Station activities. Work of FWS.</li> <li>2. Conservation and management of natural resources.</li> <li>3. Species list for local area.</li> </ol>
8. Unavailable material needed for better public understanding of FWS programs.	<ol style="list-style-type: none"> <li>1. Service film--slides.</li> <li>2. Work of FWS - publication.</li> <li>3. Pamphlet on local Station.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work of FWS - publications.</li> <li>2. Service films--slides.</li> <li>Public relations manual.</li> <li>Prepared guides for lectures.</li> <li>News releases on specific accomplishments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work of FWS - publication.</li> <li>2. Conservation film and slides.</li> <li>3. Service activities on film and slides.</li> </ol>
9. Visual aids prepared locally to advance program.	<ol style="list-style-type: none"> <li>1. Live animals</li> <li>2. Exhibits--displays.</li> <li>3. Slides.</li> </ol>	<ol style="list-style-type: none"> <li>1. Slides.</li> <li>2. Movies.</li> <li>Exhibits--displays.</li> <li>3. Posters.</li> </ol>	<ol style="list-style-type: none"> <li>1. Slides.</li> <li>2. Still pictures.</li> <li>3. Movies.</li> </ol>
10. FWS activities needed to promote greater understanding of FWS programs and conservation of natural resources according to--  (a) Local educator.	<ol style="list-style-type: none"> <li>1. Slides, movies on conservation.</li> <li>2. Publications on wildlife and conservation.</li> <li>3. Illus. lectures. Station tours.</li> <li>4. Field trips.</li> </ol>	<ol style="list-style-type: none"> <li>1. Slides, movies on conservation</li> <li>2. Publications on wildlife and conservation.</li> <li>3. Illus. lectures. List of films, and publications.</li> </ol>	<ol style="list-style-type: none"> <li>1. Slides, movies on conservation</li> <li>2. Publications on wildlife and conservation.</li> <li>3. Illus. lectures.</li> <li>4. Conservation posters. List of available films and publications.</li> </ol>

Item	Sport Fisheries	Technical Services	Wildlife
(b) Newspaper editor.	<ol style="list-style-type: none"> <li>1. Local interest items.</li> <li>2. Weekly conservation reports.</li> <li>3. Pictures and stories on local Station.</li> <li>4. Photographs. Outstanding news. More frequent press releases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Local interest items.</li> <li>2. Photographs. Stories on FWS. Editorial information. Service press releases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Local interest items.</li> <li>2. Information on hunting, fishing, and game populations.</li> <li>3. Pictures and stories on local area and wildlife.</li> <li>4. Information on regulation changes.</li> </ol>
(c) Radio station manager.	<ol style="list-style-type: none"> <li>1. Short spot announcements. on local area.</li> <li>2. Local interest items - taped.</li> <li>3. Personal appearances.</li> <li>4. More frequent press releases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short spot announcements on local area.</li> <li>2. Any program material.</li> <li>3. Local interest items - taped. Taped weekly recordings.</li> <li>4. Personal appearances. Pictures and stories.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short spot announcements on local area.</li> <li>2. Local interest items - taped.</li> <li>3. Personal interviews. Information on local hunting conditions.</li> <li>4. Material on local area, any conservation-education material.</li> </ol>
(d) TV station manager.	<ol style="list-style-type: none"> <li>1. Short film fillers.</li> <li>2. Special event announcements.</li> <li>3. Conservation "shorts".</li> </ol>	<ol style="list-style-type: none"> <li>1. Short film fillers (animated).</li> <li>2. 15 minute Service films. News items.</li> <li>3. List of films available. Prepared announcements. Personal appearances.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short film fillers (animated)</li> <li>2. Short spot announcements of local interest.</li> <li>3. Conservation slides and films.</li> <li>4. Wildlife slides and films.</li> </ol>
(e) Youth group supervisor.	<ol style="list-style-type: none"> <li>1. Station tours.</li> <li>2. Films and slides.</li> <li>3. Illustrated lectures.</li> <li>4. Publications on conservation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Films and slides.</li> <li>2. Help in planning youth programs. Merit-badge counseling.</li> <li>2. Conservation publications.</li> <li>3. Lists of available films and publications.</li> </ol>	<ol style="list-style-type: none"> <li>1. Films and slides.</li> <li>2. Illustrated talks.</li> <li>3. Station tours and field trips.</li> <li>4. Conservation publications.</li> </ol>

Item	Sport Fisheries	Technical Services	Wildlife
(f) Civic-group official.	1. Films. 2. Illustrated talks to Service organizations. 3. Publications on work of Service. Displays. 4. Publicize local projects. Station tours.	1. Illustrated talks to Service organizations. 2. Information on Service programs affecting local areas. 3. Films Publicity on local projects.	1. Films and slides. 2. Illustrated talks to Service organizations. 3. Information on local natural resource situation. 4. Publication on Service.

BUREAU OF SPORT FISHERIES AND WILDLIFE

Summary

Division of Sport Fisheries

1. Need manual in public relations and in preparing necessary literature and talks to fit age groups involved.
2. Trained information worker needed in regions.
3. Need official equipment to prepare slides; a regional library of slides on specific subjects, with commentaries and lists of subjects available distributed to all field stations suggested.
4. Feeling at field stations that conservation education should be accelerated.
5. Public wants more information on work of Service and of local stations. (Confuses Service programs and other agencies' programs.)
6. Local information media concerned only in conservation items of local interest.
7. Demand locally for illustrated talks and all types of publications slanted to age groups.

Division of Technical Services

1. Same as "2" for Sport Fisheries.
2. Need publications of all types.
3. Same as "3" for Sport Fisheries.
4. Same as "5" for Sport Fisheries.

Division of Wildlife

1. Need for trained information worker in State or Region, and training of Service field personnel on activities and programs of Service.
2. Need for color films, pictures, and equipment to produce them.
3. Lists of available films and publications needed.
4. Enthusiastic over 1-3 minute film strips on TV in past year.
5. Film and slide library needed in Regions.

## SUMMARY

Item	Service-wide Ranking of Conservation-Education Needs
1. Sources of requests for information.	1. Newspaper. 2. Schools. 3. Game clubs. 4. Youth groups.
2. Services supplied to press, radio, and television.	1. Information. 2. Station press releases. 3. Service press releases. 4. Photographs.
3. Assistance given to schools.	1. Personal appearances. 2. Service publications. 3. Pictures. 4. Displays.  Training aids supplied locally: 1. Colored movies or slides. 2. Class talks. 3. Station tours. 4. Publications.
4. Assistance given to youth groups.	1. Field trips and station tours. 2. Illustrated talks. 3. Films and slides. 4. Conservation merit-badge counseling.
5. Material prepared locally for Nos. 2, 3, and 4.	1. Movies, slides, and photographs. 2. Charts and displays. 3. Talks. 4. Publications.
6. Services most frequently requested by visitors to Stations.	1. Information on hunting and fishing. 2. Publications. 3. Naturalist services. 4. Information on camping and picnicking.
7. Kinds of publications needed at Stations.	1. Work of FWS. 2. Publication on local Station. 3. Illustrated conservation publication. 4. Species lists of local areas.

Item	Service-wide Ranking of Conservation-Education Needs
8. Unavailable material needed for better public understanding of FWS programs.	<ol style="list-style-type: none"> <li>1. Illustrated publications on work of the Service.</li> <li>2. Films and slides of Service activities.</li> <li>3. Conservation films and slides.</li> <li>4. Publications on local Stations and areas.</li> </ol>
9. Visual aids prepared locally to advance program.	<ol style="list-style-type: none"> <li>1. Slides.</li> <li>2. Still pictures.</li> <li>3. Exhibits and displays.</li> <li>4. Live animals.</li> </ol>
10. FWS activities needed to promote greater understanding of FWS programs and conservation of natural resources according to--  (a) Local educator.	<ol style="list-style-type: none"> <li>1. Slides and movies on conservation.</li> <li>2. Publications on conservation and wildlife.</li> <li>3. Illustrated tables.</li> <li>4. Tours of stations and field trips.</li> </ol>
(b) Newspaper editor.	<ol style="list-style-type: none"> <li>1. Short items on local area.</li> <li>2. Information on hunting and fishing and game population.</li> <li>3. Pictures and stories on local area.</li> <li>4. Weekly conservation reports.</li> </ol>
(c) Radio Station manager.	<ol style="list-style-type: none"> <li>1. Short spot announcements of local interest.</li> <li>2. Local interest items - taped.</li> <li>3. Personal appearances.</li> <li>4. Hunting regulations and local hunting conditions.</li> </ol>
(d) TV station manager.	<ol style="list-style-type: none"> <li>1. Short spot films for fillers.</li> <li>2. Conservation films and slides.</li> <li>3. Spot announcements of local interest.</li> <li>4. Personal appearances.</li> </ol>
(e) Youth group supervisor.	<ol style="list-style-type: none"> <li>1. Slides and films.</li> <li>2. Illustrated talks.</li> <li>3. Station tours and field trips.</li> <li>4. Illustrated conservation publications.</li> </ol>
(f) Civic-group official.	<ol style="list-style-type: none"> <li>1. Illustrated talks to Service organizations.</li> <li>2. Films and slides.</li> <li>3. Information on local natural resource situation.</li> <li>4. Publication on work of FWS.</li> </ol>

## CONCLUSIONS

The more important conclusions resulting from an analysis of the questionnaire returns and some of the more outstanding suggestions of field men are given here.

1. During the past year, 50 percent of the field stations have been asked to supply information to various news media and organizations either regularly or occasionally.

2. Press, radio, and television are definitely interested in information from Service field stations, but prefer items of local interest, generally prepared locally.

Newspapers are interested in local conservation items but prefer them brief. Some papers cooperate by running a weekly conservation column that appears to have considerable merit.

Radio and TV stations also are interested primarily in local conservation news. TV has considerable use for short film strips as fillers or longer film for cancelled-program fillers. Considerable interest was manifested in animated film strips seen on TV during last year. Field workers think these strips should be continued and expanded.

It was suggested that the Service prepare a "Mark Trail" type series on various wildlife species and conservation practices. These releases could be used through local newspapers, radio, and TV stations, thus accentuating a particular phase of conservation and relating it to local situations.

3. The schools ask primarily for illustrated talks by Service personnel, adapted to the various age groups. Films and slides molded to age groups are considered excellent teaching aids and are in great demand. Most school authorities prefer scheduling personal appearances well in advance.

Youth groups are mainly interested in illustrated talks with films or slides, adapted to the age group, and are greatly interested in organized tours of field station and field trips that show the young people practical conservation practices and problems. Assistance with conservation projects is greatly needed and appreciated.

It is evident that considerable effort is being made to work with schools and other youth groups. This must be increased and materials developed to meet needs of various age groups. Material prepared for adult audiences is not applicable to elementary school ages.

Local educators think lectures illustrated by slides or movies are the best conservation-education tool the Service can supply them.

4. A good deal of enthusiasm is being generated for a conservation-education program and field workers think it should be accelerated, but lack personnel, funds, and at times specific ability to accomplish desired objectives.

About 43 percent of the field stations prepared conservation education material on own initiative, largely slides, movies, photographs, charts, and displays. Most material was prepared with personal equipment.

A great deal of interest was manifested in the placing of information specialists in the regional offices, with the primary responsibility of directing a conservation-education program and assisting the field personnel in carrying it out. The specialists would train field personnel in preparing press releases and talks, and in carrying on other public relation activities involved in presenting the conservation story to the public.

Need for film and slide libraries at regional level for use in conservation education was stressed. Field workers would be supplied with lists of available subjects. A series of 60 to 80 slides would be needed on a specific subject and should be accompanied by a commentary. Such a library would save time, money, and equipment and would offer a much wider range of subjects that otherwise could be available with locally prepared material and would prompt wider use of conservation-education tools.

Some State game departments have prepared very good films on conservation and wildlife management that the Service may be able to use in building up the regional film libraries.

The initiation of an adult conservation-education program such as the State of Montana and several States now conduct could be helpful. These programs have been very successful and the Service should study them with the idea of establishing a similar program within the Service.

Civic groups are most interested in talks illustrated with slides or film, bearing primarily on the local natural-resource situation.

It may be advisable to prepare a manual or pamphlet setting out the steps and procedures to follow in conservation education. It should give the essentials in preparing news releases, feature stories, posters, displays, and other publicity.

Cooperation of the Service with other agencies, Federal, State, and County, to further conservation education is needed. Many States have very effective programs at present and their work should not be duplicated.

5. More requests for hunting and fishing information and for publications are made than for any other service, by visitors to the field stations.

The type of publication most needed concerns the various branches of the Service and the local stations and its activities, including lists of species of wildlife found in local areas. Next in importance are conservation pamphlets and pamphlets on plant and animal identification.

6. There appears to be considerable confusion in the minds of people relative to the Fish and Wildlife Service and its role in conservation. Many field men report their work is confused by the public with that of local State organizations. This situation should be remedied.

7. The suggestion of an open house on a specific date as conducted on the Hart Mountain Antelope Refuge during National Wildlife Week appears appropriate. They used all media available in presenting a dynamic program of conservation education during the week. This program should have Service-wide observation.

8. The field men have not been kept informed of the films and publications available for their use. If lists of available films, slides, and publications were supplied them they would not only have the use of these conservation education tools but be able to give the lists to local schools, youth groups, and other organizations interested in conservation.

9. It has been pointed out quite definitely that the field stations cannot wait for the public to come to them, but the personnel must go to the public, if they are to do an effective job. The personnel must also be fully informed of the need and the basis for conservation education before they can accomplish the desired objective.

#



CONSERVATION EDUCATION  
QUESTIONNAIRE

Name of Station: \_\_\_\_\_ No. Station Personnel \_\_\_\_\_

(Answer all questions for both yourself and your station personnel).

1. Were you requested during the past year to supply information about the Fish and Wildlife program or your activities in it or to supply education-extension services by the following:

	Regularly	Occasionally	Rarely	Never
Newspaper .....				
Radio .....				
TV .....				
Schools .....				
Youth groups .....				
Game clubs .....				
Other organizations .....				
(Other agencies) .....				

2. List what services were supplied by you or your staff to Press, Radio and Television:

Information  Service-prepared press release  Station-prepared release

Photographs  Movies  Any other services \_\_\_\_\_

How many station personnel took part in such activities? \_\_\_\_\_

3. List assistance rendered to schools:

Service publications  Pictures  Personal appearances  Displays

List kinds of teaching aids for conservation you supplied \_\_\_\_\_

Any other \_\_\_\_\_

How many of your people took part? \_\_\_\_\_

4. List ways organized youth groups were assisted \_\_\_\_\_

How many of your people took part? \_\_\_\_\_

5. Did you develop new materials for any of the above on your own initiative? Yes  No

If yes, please list type of material prepared and indicate approximately number of times it was used \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List number of your people who did this \_\_\_\_\_

6. What kind of service from your station is most frequently requested by the visiting public?

Information on fishing or hunting

Information on camping or picnicking

Reports on supplies of food fish

Recipes for cooking fish and shellfish

Naturalist services

Publications

Other services. List \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. What kind of publications do you think are needed to meet public needs at your station? Describe briefly \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Are there materials not available which you think should be provided in order to give the public a better understanding of the Service program and your part in it? Describe \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. What visual aids of your own preparation do you employ in your program? Indicate use of each by writing in either, much, some or none below:

Movies \_\_\_\_\_ Slides \_\_\_\_\_ Posters \_\_\_\_\_

Still pictures \_\_\_\_\_ Exhibits or displays \_\_\_\_\_

Live fish or animals \_\_\_\_\_

10. Contact each of the following in your community and ask them what they would like from the Fish and Wildlife Service in order to more effectively promote conservation education, particularly to secure better public understanding of Service programs for wise use of natural resources. (Avoid duplicate contacts if a number of Service offices in same area).

Local educator (School superintendent or principal) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Newspaper editor \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Radio Station Manager \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TV Station Manager \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Youth Group Supervisor \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Civic Group Official \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OTHER COMMENTS

If you have any additional suggestions or comments, please add them on a separate sheet. We are most anxious to get your ideas about how the program should operate and what more you think the Office of Information should do to help you carry on conservation education activities at the field level.

MBL WHOI Library - Serials



5 WHSE 00206

