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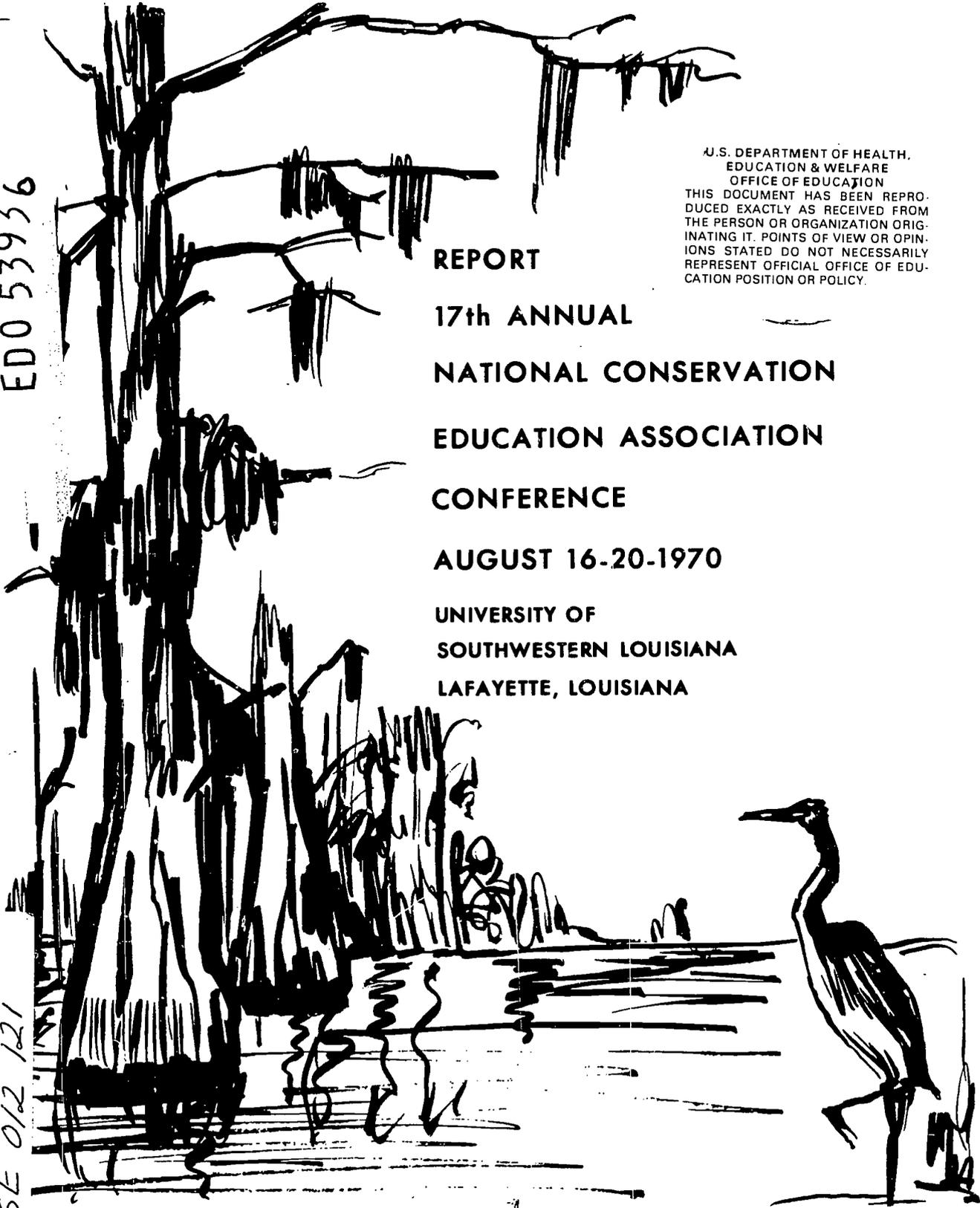
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ABSTRACT

Proceedings of the 1970 Conservation Education Association Conference, held at the University of Southwestern Louisiana, Lafayette, Louisiana, are reported. The theme of the conference was conservation education for quality living. Summaries for each of the topics discussed form the main content of the report: Suggestions for Developing Curriculum Materials in Conservation Education; Definition - Conservation Education, Environmental Education, Outdoor Education; Integrating Conservation Education into the Curriculum; Organization and Responsibilities of State Departments of Education in Conservation Education; Conservation Education in Urban Areas; Guidelines and Functions of State Advisory Councils; The Role of Conservation Education in Adult Groups; Utilizing the Outdoor School Site; Guidelines for Pre-Service and In-Service Teacher Education in Conservation; The Role of Youth Groups in Conservation Education; The Role of Industry in Conservation Education; and Community Action Programs in Promoting Conservation Education. Also included are the program agenda, summary of the post-conference tour, and a financial report of the association. (BL)

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REPORT
17th ANNUAL
NATIONAL CONSERVATION
EDUCATION ASSOCIATION
CONFERENCE
AUGUST 16-20-1970
UNIVERSITY OF
SOUTHWESTERN LOUISIANA
LAFAYETTE, LOUISIANA

Report of the Proceedings
1970 CONSERVATION EDUCATION ASSOCIATION CONFERENCE
University of Southwestern Louisiana
Lafayette, Louisiana

Theme: Conservation Education for Quality Living

Gene Warren, Jr., Editor
Dr. Wilson F. Clark, Assistant Editor,
Representing the CEA Board

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PROGRAM

17th NATIONAL CONSERVATION EDUCATION ASSOCIATION CONFERENCE
University of Southwestern Louisiana, Lafayette, Louisiana
August 16-20, 1970

Saturday, August 15

9:00 a.m. - 5:00 p.m. Board of Directors Meeting

Sunday, August 16

1:00 p.m. - 5:00 p.m. Registration - Denbro Hall

5:00 p.m. - 6:00 p.m. Film on Avery Island - Angelle Hall Theatre
Dolan Kleinpeter, District Conservationist,
Soil Conservation Service, New Iberia

6:00 p.m. - 7:00 p.m. Dinner - O.K. Allen Hall

7:30 p.m. - 8:30 p.m. "Audubon - His Birds and Plants of Louisiana"
(illustrated lecture) by Vernon E. Robinson,
Staff Forester, Louisiana Forestry Commission,
Angelle Hall Theatre

Introduction by Rudy L. Landry, Rapides Parish
School System, Alexandria

8:30 p.m. - 9:30 p.m. Orientation for Committee Leaders, Recorders,
and Resource Persons.

Monday, August 17

7:30 a.m. - 8:30 a.m. Breakfast - O.K. Allen Hall

9:00 a.m. - 9:30 a.m. First General Session - Angelle Hall Theatre

Invocation - J. B. Earle, State Conservationist,
Soil Conservation Service,
Alexandria, Louisiana
Master of Ceremonies

Welcome

1. Dr. Clyde Rougeou, President, U.S.L.
2. Mr. J. Rayburn Bertrand, Mayor of Lafayette
3. Dr. William J. Dodd, State Superintendent
of Public Education, State of Louisiana

9:30 a.m. - 9:45 a.m.	Response - President Clarence Billings, Superintendent of Instruction, Missouri Department of Conservation
9:45 a.m. - 10:30 a.m.	<u>"Conservation Education for Quality Living"</u> Walter Jeske, Head, Educational Relations, Soil Conservation Service, Washington, D. C. Introduction by Ralph T. Wall, Chief of Fire Prevention and Education, Louisiana Forestry Commission.
10:30 a.m. - 10:45 a.m.	Orientation and Announcements - J. B. Earle
10:45 a.m. - 11:00 a.m.	Coffee Break, Band Room, Angelle Hall
11:00 a.m. - 12:00 noon	Discussion Groups (see Program Supplement)
12:00 noon - 1:30 p.m.	Lunch
1:30 p.m. - 2:30 p.m.	Discussion Groups
2:30 p.m. - 3:00 p.m.	Coffee Break and View Exhibits, Band Room Angelle Hall Discussion Leaders meeting - Rudy Landry - Room 128, Angelle Hall
3:00 p.m. - 3:45 p.m.	<u>"Conservation and Marine Life on Gulf Coast Estuaries"</u> - Dr. Lyle St. Amant, Assistant Director and Chief of Marine Biology, Louisiana Wild Life and Fisheries Commission - Angelle Hall Theatre Introduction by Dr. Wayne Robichaux, Recreation Specialist, Louisiana Cooperative Extension Service
3:45 p.m. - 4:00 p.m.	Questions
4:00 p.m. - 4:15 p.m.	Announcements - J. B. Earle
4:15 p.m. - 6:00 p.m.	Meeting of Standing Committees
6:00 p.m. - 7:00 p.m.	Dinner - O.K. Allen Hall
8:00 p.m. - 12:00	Fais-Do-Do Biology Building Parking Lot

Tuesday, August 18

7:30 a.m. - 8:30 a.m. Breakfast - O.K. Allen Hall

9:00 a.m. - 9:45 a.m. General Session - Angelle Hall Theatre

"The Role of Conservation Education in America's Future" - Dr. Wayne O. Reed, Associate Commissioner of Federal and State Relations, Office of Education, Department of Health, Education and Welfare, Washington, D.C.

Introduction by Mr. Mack Avants, Executive Assistant Superintendent of Education, State of Louisiana.

9:45 a.m. - 10:30 a.m. Discussion Groups

10:30 a.m. - 11:00 a.m. Coffee Break

11:00 a.m. - 12:00 noon Discussion Groups

12:00 noon - 1:00 p.m. Lunch

1:00 p.m. - 2:00 p.m. Free Time

2:00 p.m. - 2:30 p.m. Orientation for tour - Dolan Kleinpeter-Angelle Hall Theatre

2:30 p.m. - 7:00 p.m. Conservation Tour of Avery Island and vicinity

8:00 p.m. Jambalaya - Girard Park

Wednesday, August 19

7:30 a.m. - 8:30 a.m. Breakfast - O.K. Allen Hall

9:00 a.m. - 9:45 a.m. General Session - Angelle Hall Theatre

"The Role of Agricultural Conservation for Quality Living" - Dr. Leo D. Newsom, Head, Department of Entomology, L.S.U.

Introduction by Joe Herring, Chief, Fish and Game Division, Louisiana Wild Life and Fisheries Commission

9:45 a.m. - 10:30 a.m. Discussion Groups
Finalizing Reports

10:30 a.m. - 11:00 a.m. Coffee Break
11:00 a.m. - 12:30 p.m. General Assembly - Presentation of Discussion
Group Reports - Angelle Hall Theatre
12:30 p.m. - 1:30 p.m. Lunch
1:30 p.m. - 2:45 p.m. Continue Reports
2:45 p.m. - 3:00 p.m. Coffee Break
3:00 p.m. - 4:30 p.m. Annual Business Session - Angelle Hall Theatre
7:30 p.m. Annual Banquet - O.K. Allen Hall
Speaker - Gerald J. McLindon, Dean of
Environmental Science, L.S.U.
Rudy L. Landry, Presiding

Thursday, August 20

7:30 a.m. - 8:30 a.m. Breakfast - O.K. Allen Hall
9:00 a.m. Post Conference Tours

INTRODUCING THE CONFERENCE REPORT

The Seventeenth Annual Conference held this year in Lafayette, Louisiana is now a part of the history of the Conservation Education Association.

Most of the more than 200 delegates from 26 states said it was one of the best yet. They all said it was surely among the best planned conferences in the history of the Association. Everybody was also in agreement regarding the thrust. The discussion topics were designed to fit the tempo of the Seventies.

The Louisiana people did a first-rate job. A sincere thanks goes to Rudy Landry, conference chairman, and to the long list of others who helped put an impressive program together. The speakers were tops -- the exhibits stimulating -- the tours excellent, and the food, entertainment and facilities of the highest caliber.

In this report you will find summaries of each topic that will bring to light the real "meat" of the Conference.

Our hope is that information in this report will help bring into focus, more clearly, that conservation education is a big, challenging job.

TOPIC: Suggestions for Developing Curriculum Materials in
Conservation Education

Discussion Leader: John Y. Jackson, State Conservation Consultant Soil
Conservation, State Department of Education,
Columbia, South Carolina

Resource Person: Calvin Hibler, Program Director, Program Review and
Monitoring Division of Program Funds, Austin, Texas

Recorder: Mrs. Ned Dargan, Teacher, Wrenfield Farm, Route 3,
Darlington, South Carolina

Introduction:

The topic for discussion was "Suggestions for Developing Curriculum Materials in Conservation Education." In an effort to avoid problems with semantics, we have used the term "Environmental Conservation Education" because we feel students, teachers, and administrators must understand their total environment before they can be expected to make responsible decisions regarding conservation of these resources.

With the above definition in mind, we discussed existing environmental conservation curriculum materials and their development.

Consideration was given to materials developed at local, state, and national levels. However, rather than spend valuable time evaluating existing materials, we drew up a list of six major points that we feel must be considered in developing any curriculum materials for Environmental Conservation Education:

1. Environmental Conservation Education must have an integrated curriculum approach.
2. If a well-integrated approach is taught effectively in grades K-12, then supplemental courses in Environmental Conservation Education might be offered.
3. Environmental Conservation Curriculum materials should have behavioral objectives.
4. Environmental Conservation Education materials should have a method of evaluating changes in behavior.
5. All adopted textbooks in all subject areas must be required to have environmental conservation principles incorporated throughout.
 - a) Local materials should be developed to supplement adopted textbooks.
 - b) Local materials should be developed through a cooperative effort of teachers, administrators, state department of education

consultants, local and state agency resource personnel, teacher training institutions and textbook publishers' representatives.
 c) All Environmental Conservation Education material that is developed must be field tested and evaluated in a representative cross section of the schools in which it will be used before the material is considered for approval or adoption for general use.

6. For Environmental Conservation Education curriculum material to be used effectively, in-service training must be conducted for teachers and administrators as well as pre-service training for all future teachers.

TOPIC: Definition: Conservation Education, Environmental Education, Outdoor Education

Discussion Leader: Rod Smith, Supervisor, Education and Training, Department of Natural Resources, Lansing, Michigan

Resource Person: George R. Bagley, Vice-President, National Association of Conservation Districts, St. Joseph, Louisiana

Recorder: Miss Shirley McNelley, U. S. Forest Service, Atlanta, Georgia

Conservation education, outdoor education and environmental education all have a common goal: understanding and appreciating the natural world. This common bond provides a focal point for each of the philosophies and causes some to consider the three terms synonymous.

Traditionally, outdoor education and conservation education have maintained their emphasis on the out-of-doors but with a growing body of followers in each area. Outdoor education and conservation education have both been common to education in some parts of the country since the turn of the century.

Outdoor education has been characterized by teaching in the outdoors including field trips, day-use of natural areas and youth camping to extend the curriculum outside the classroom. Most programs have a strong emphasis on health, physical education and recreation with some nature study included, usually in the upper elementary grades.

Conservation education has been characterized by an emphasis on basic natural resources (soil, water, minerals, animals, plants, and recently, air) and their use, management, development and preservation to serve the needs of man. The greatest impact has been made in rural areas where natural resources were a primary part of the economy and where management caused immediate effect. The teaching of conservation has occurred in all grade levels with the greatest effort in units taught in biology, geography and agriculture. Special courses in conservation are common in some areas.

For many years enlightened conservationists have been attempting to broaden the concept of conservation to include the interrelationships of man with his resources as well as the concepts of secondary use, processing, re-use and planning. These concepts have become an integral part of recent conservation texts.

In recent years some conservationists have sought a terminology which would allow them to teach their broadened philosophy of man-centered relationships regarding resources and their uses. "Resource use" became popular in the late '50s and early '60s, but the word "conservation" was and is still in broad use.

In the late '60s the tremendous increase in technology had caused such evident change in our countryside that men of all disciplines (ecologists, engineers, politicians, educators, and laymen) almost simultaneously started to speak out about the crisis of our environment. Thus, a term denoting broad natural and cultural resource concern in urban as well as rural areas rapidly came into use, although the "environmental" concepts had been included in the teaching of many earlier conservation educators.

The discussion group at the CEA Conference in Lafayette, Louisiana, acknowledges the similarities in the three philosophies -- outdoor, environmental, and conservation education; it appreciates the contribution that each will make as a separate area of educational concern; and it feels that much coordinated and cooperative education can be accomplished where these philosophies overlap.

The characteristics of each of the philosophies help give direction to the definitions which follow: (Note to reader: these definitions are included in this report as a courtesy to the chairman of this Discussion Group, but these definitions are not to be taken in any sense as officially adopted by the Conservation Education Association. The CEA Board feels it is quite superfluous to become enmeshed in a semantic argument, and whether one wishes to call it outdoor education, conservation education, or environmental education, the substance rather than the name is what is important. For the definition which reflects the philosophy of the CEA Board, please see the brief insert at the end of this group's report.)

Philosophy	Characteristics
Outdoor Education	<ol style="list-style-type: none"> 1. Education outdoors 2. A teaching method
Conservation Education	<ol style="list-style-type: none"> 1. Resource oriented 2. Technology, management, and treatment 3. Rural and small town 4. Science centered

- Environmental Education
1. Problem oriented (waste and degradation)
 2. Urban and community (where people live)
 3. Political - citizen action
 4. Spans the curriculum

Based on discussion and the characteristics of each of the philosophies the following definitions were developed:

- Outdoor Education A method of teaching wherein established disciplines, topics, and understandings which can best be taught outdoors are taught outdoors. (Note: this philosophy of outdoor education is well established with a large professional following and body of literature. We feel no competency to try to improve on their established philosophical definition.)
- Conservation Education Conservation education is the study of man's intelligent use of his natural environment through the development, management, preservation, and renewal of natural resources for his material, cultural, and aesthetic needs to benefit present and future generations.
- Environmental Education Environmental education is the study of all things surrounding man which affect his existence and is aimed at developing an informed citizenry, motivated to the recognition of problems and to collective action for solution.

The preparation of citizens in all walks of life, both rural and urban, to make decisions necessary to solve problems dealing with the quality of our environment should be the ultimate goal of any national policy on education dealing with man and his natural and cultural birthright. The great increase in urban populations, the shift from rural to urban areas and the lack of understanding of modern Americans for their environmental heritage makes it imperative that a program in education deal with this heritage in relevant terms.

We, therefore, urge that the philosophy and terminology of educators in the fields of Outdoor Education, Conservation Education, and Environmental Education be explained and clarified and that organizations with these philosophies agree on their objectives and decide on a terminology which clearly reflect these objectives.

Note: To clarify the position of the CEA concerning the definition and philosophy of conservation education (or whatever term one wishes to apply to it), the following Policy Statement is included. It was a result of a May, 1967, meeting at the Pinchot Institute, called the "Summit Conference on Conservation Education and Outdoor Education." The Policy Statement was the joint endeavor of official representatives of the six organizations listed.

STATEMENT OF POLICY

"We believe that a major goal of education is the recognition by man of his interdependence with his environment and with life everywhere, and the development of a culture which maintains that relationship through policies and practices necessary to secure the future of an environment fit for life and fit for living.

"The conservation education and outdoor education organizations listed below believe also that recognition can best be achieved through a program of education, in school and out, in which opportunities are provided for experiences in the environment.

"We also believe, on the basis of long experience in our various organizations, that there is need for a coordination of efforts to develop programs of education in which experiences in the environment are an integral element.

"Therefore, we propose an examination within our organizations and other interested organizations of ways and means for the accomplishment of this coordination."

Conservation Education Association
American Nature Study Society
The Outdoor Education Association, Inc.
Association of Interpretive Naturalists
Association for Outdoor Education, Inc.
Council on Outdoor Education and Camping

--- at the Pinchot Institute, May 5, 1967

TOPIC: Integrating Conservation Education into the Curriculum

Discussion Leaders: Dr. Donald Hawkins, Assistant Executive Secretary,
American Association of Health, Physical Education
and Recreation, Washington, D. C.

Resource Person: Mrs. Genny Cousins, teacher, Natchitoches, Louisiana

Recorder: Dr. Warren Evans, Professor of Outdoor Education, Northwestern
State University, Natchitoches, Louisiana

The group developed a design for the rest of the week which included:
1) to identify problems, 2) identify some resources, and 3) to suggest
actions or means of solving problems.

Problem Identification

1. Pre- and In-Service Training
 - a. Teacher training inadequacies - resource blindness, apathy, lack

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of commitment, discipline vested interest.

- b. Teachers need to understand "who", "why", "what" aspects of man and his relations to the biosphere.

2. Curriculum

a. Integrate

- Separate but equal with other subjects
- Merging of subjects with themes and concepts

b. Scope

- Should all grades be included?
- What should be taught? Do we know? Is education a closed system for diffusion of what is known or an open system of discovery, exploration and decision making associated with alternatives?

3. School Organization

- a. Traditional barriers -- education as a place-fixed physical plant; security blanket of textbooks, lecture, etc.
- b. Use ecology public concern and produce sputnik-like change.
- c. How to link the school to local community problems.

4. Education Facilities

- Preoccupation with physical plant and too little attention to the outdoor learning environment.
- How to overcome barriers against using total community as a learning laboratory.
- Critical problem of obsolete urban school.

5. Social Issues

- Involvement of students in educational decision making and curriculum development.
- How to link total range of environmental concerns with current ecology movement, particularly poverty, urban blight, urban education, inadequacies, diminishing space, etc.
- Technology and its challenges.
- Economics of Environmental Quality - is the consumer willing to pay the cost?
- How to change present educational system?
 - In the home -- Concern for humanistic approaches to education, community education movement, outdoor education.
 - Out of the home -- Competing schools, community actions, legal steps, political control.

Resource Awareness

1. Use of Local Resource Situations.

A. Problems

1. Polluted streams
 2. City dump
 3. Poor housing and poor living conditions
 4. Earth moving
- B. Positive Situations
1. Nearby woodlands (i.e. local nature trail, wildlife, etc.)
 2. Parks
 3. City sewage disposal plant
 4. Neighboring farms (ponds, animals, soils, etc.)
 5. Local natural history museum (if available)
2. Resource Persons
- A. County agricultural extension agent
 - B. Soil Conservation Service personnel
 - C. Agricultural Stabilization and Conservation Service office
 - D. Any local person who knows about one or more areas of natural history, science projects, etc.
 - E. National Environmental Programs, National Wildlife Federation, Sierra Club, National Conservation Society, etc.
3. Miscellaneous
- A. Educational TV programs similar to Sesame Street
 - B. Grants to be used toward conservation
 - C. Teacher-education workshop/camp for college credit on state level
 - D. Local teacher-education workshops (one-day, non-credit)
 - E. Conservation camp program for elementary students
 - F. Teachers should develop and use their own, the children's talents, initiative, policies, programs, etc., rather than rely too much on standardized materials---to use the environment in their teaching methods, based on the discovery method and decision making.

Means of Solving Problems

Some Ideas:

1. Attitudes and values are more important than specific knowledge
2. Presentation of alternatives is the job of education
3. Dramatic changes in school organization seems necessary
4. Start to work on local problems
5. Interdisciplinary or disciplinary approach is necessary
6. Should conservation be taught as a separate subject?
7. We must get children outside the classroom
8. Design conformity should be avoided

Message to School Administrators

Environmental Problems:

1. Much publicity has been given recently to the problems of the environment.
2. Both adults and young people appear to be much more aware of the problems than in the past.
3. The problems exist in urban, suburban, and rural areas of the country; and children are affected by these problems regardless of where they live.
4. Only an educated citizenry can bring about changes in human behavior necessary to solve these problems.

TOPIC: Organization and Responsibilities of State Departments of Education in Conservation Education

Discussion Leader: Robert Ring, Director Conservation Education, Department of Public Instructions, Springfield, Illinois

Resource Person: J. S. Moore, Science Education Consultant, Department of Education, Tallahassee, Florida

Recorder: Miss Alma Schmalzrid, retired teacher, Alexandria, Louisiana

Introduction

In his opening address to the Conference, Dr. Walter Jeske, set the tone for the discussion of this group when he said, "We must all be together in education, for ignorance of the knowledge of ecology and lack of basic understandings, call for an immediate crusade for formal education in environmental science."

Goals

Realizing the need to develop and to further conservation and environmental education at local levels, the discussion group felt it necessary that the State Departments of Education adopt guidelines for the development of conservation and environmental education programs and establish an organizational pattern for bringing all the resources of the department and the cooperating agencies down to the grass roots level.

1. Proposed Guidelines for State Departments of Education
 - A. State Superintendent of Education.
 1. The state superintendent is charged with the responsibility of developing and giving direction to an organized program in conservation and environmental education.
 2. Provision should be made for the appointment of a Director (Supervisor) of Conservation and Environmental Education with

sufficient staff to carry out his responsibilities in the state.

3. The State Superintendent should appoint or cause to be appointed a State Conservation and Environmental Education Advisory Committee.

4. The State Superintendent is responsible for establishing, or causing to be established, standards for teacher training and accreditation of teachers of conservation and environmental education.

5. Standards for accreditation or state approval of local schools based on courses of work in conservation and environmental education should be established by state departments of education.

6. Special consideration should be given to facility planning for conservation and environmental education in the approval of building plans for new schools, or the remodeling of old schools.

7. Whenever possible establish adult education programs in cooperation with local groups.

B. Director, Conservation and Environmental Education

1. The director and his staff should be well trained and qualified as teachers and have broad training in conservation and environmental education.

2. The director and his staff should coordinate their work with other curriculum directors and/or supervisors in their state departments for the development of a well integrated program.

3. The director should be a member of the State Conservation and Environmental Education Advisory Committee.

4. The director is responsible for coordinating all governmental and private conservation and environmental education services available that would aid colleges, school districts, and/or local schools in developing their conservation and environmental education programs.

5. The director is responsible for developing curriculum guides and also for supplying the schools with a bibliography of available materials.

6. The director and his staff are responsible for giving consultant service to districts and local schools in the development of action oriented conservation and environmental educational programs.

7. Cooperate with colleges, universities and federal and state agencies in offering in-service workshops for teachers.

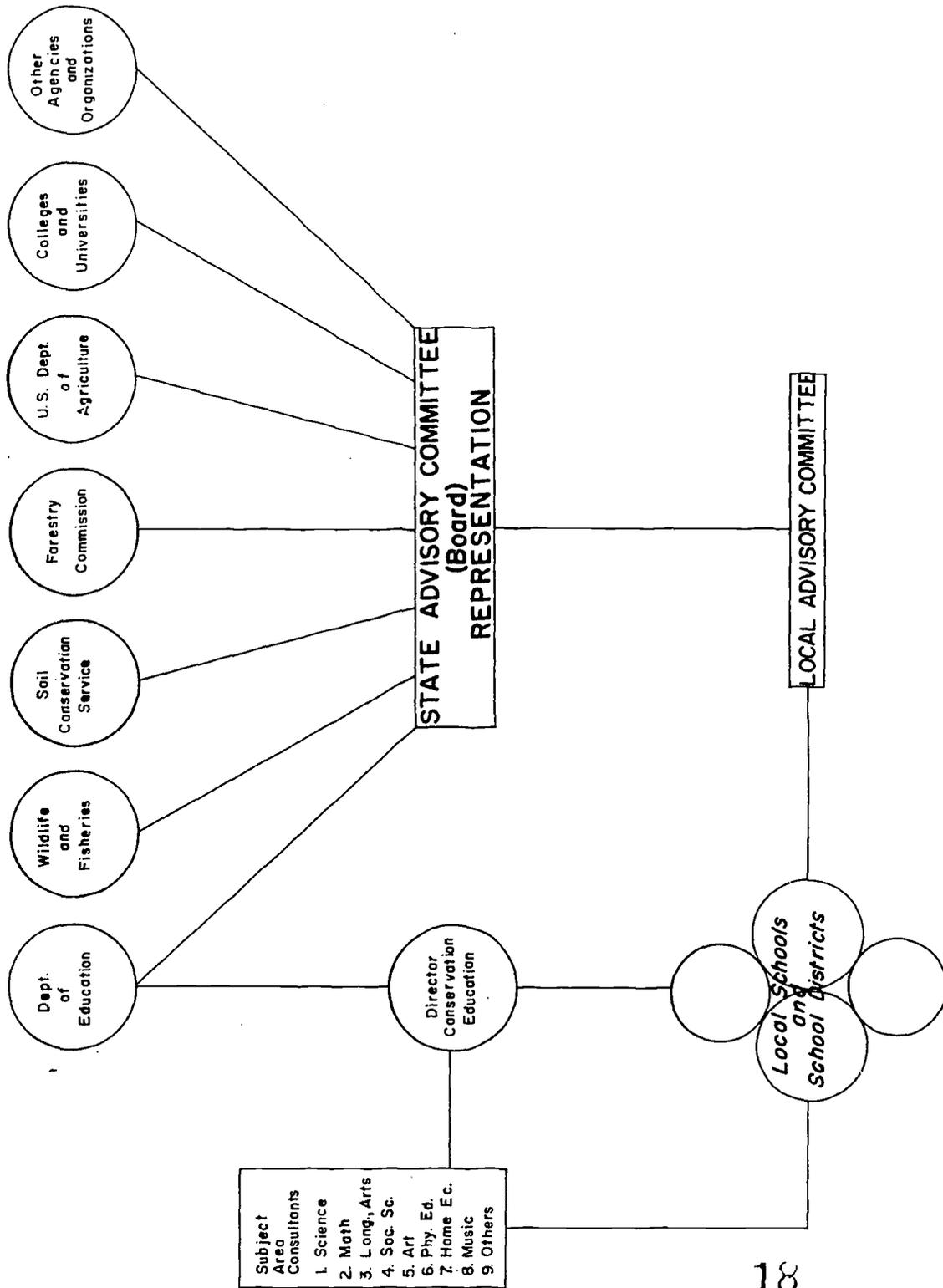
2. State Organizational Pattern

See following chart.

(Note: The reader's attention is called, also, to the CEA publication, Keys to Conservation #2, entitled Planning a State Program of Conservation Education, published by Interstate Printers and Publishers, Danville, Ill. This Key is the result of several earlier CEA annual meetings.)

II STATE ORGANIZATIONAL PATTERN

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TOPIC: Conservation Education in Urban Areas

Discussion Leader: Dr. Wilson F. Clark, Past President of CEA,
Eastern Montana College, Billings, Montana

Recorder: Mrs. Gene Warren, President, League of Women Voters,
Alexandria, Louisiana

Introduction

The group attempted to focus on uniquely urban problems but found, in endeavoring to define goals and in a number of other segments of its discussion, that generalizations resulted which are applicable to much more than urban areas. Despite this, the group felt that the generalizations were necessary in order to put the specific urban reference into perspective. The report is as follows:

1. Goals

To instill an understanding of the resource base, an appreciation of our dependence on it, and a recognition of our effect on it, so that a fundamental change occurs in the generally prevailing attitudes. In turn, the attitude change should produce in all people a greater sense of individual responsibility, a heightened ability to make critical judgments, a re-evaluation of personal priorities and of society's priorities and a greater sense of social responsibility and of the need for cooperation. . . . To the end that we may develop and maintain a culture which can provide an environment fit for life and fit for living.

2. Communications

A. The Audience

The urban audience is a very large one, and multipliers must be used. That is, Conservation Educators must contact and train those who in turn are in position to contact and influence many others.

1. The school system -- teachers, administrators, school children, teacher-training institutions, and parents.
2. The mass media
Need to foster cooperative mass media work among groups and agencies, with emphasis on, and repetition of, key concepts.
3. Community leaders
4. Public officials
5. Other groups

B. What Do You Communicate?

1. Starting from the known home environment, give an understanding of the person's house, school, street, block, neighborhood, city, etc., in an ever-widening concentric manner.

2. Give knowledge and appreciation of the successively widening interrelationships of the ever-widening environment.
3. Ultimately stress the relationship and dependence of the urban dweller on the non-urban, rural areas, and conversely, the relationship and dependence of the rural dweller on the industrial products of the urban areas.
4. Help generate pride in one's environment, or pride in making that a better environment and a sense of responsibility for that environment.
5. Foster a recognition of different kinds and qualities of environment.
6. Help to overcome the lack of understanding by the middle-class urban people of the environmental problems as seen by the poor groups.
7. Impart an understanding of the implications and results of critical problems in urban areas -- vandalism, pollution, vast water supply, and sewerage problems, solid waste disposal, transportation problems, use of recreational areas, health and nutrition problems, housing, planning, beautification, esthetic matters, etc.

C. Techniques of Communicating with Urban People

1. Define and clarify terms.
2. Make good use of field trips
 - a. Use areas close to home
 - b. Use any area: school grounds, parking lots, vacant lots, streets, stores, etc. Each has in it many opportunities to teach resource concepts.
 - c. Develop self-guided trips
 - d. Do not restrict trips to just "nature study" or identification, but always show larger relationships
 - e. Use the common city animal (rats, sparrows, cockroaches, ants) and the common city plants
 - f. Use all of the resources and resource concepts, (various habitats, adaptations, food chains, ecosystems, energy system, and so on)
3. Select media critically (books, pamphlets, films, TV, Ed.TV, film loops, filmstrips, posters) as to their relevancy to the urban child or adult. Use these media creatively and flexibly.
4. Use local resource people (from industry, colleges, museums, agencies, city organizations such as the League of Women Voters, and many others and from the business, religious, and professional groups).
5. Use older children to instruct younger children
6. Develop programs in preference to buildings. If money is available, don't get so "hung up" on structures that you lose sight of the program.

7. Prepare suitable pamphlets specifically for a certain locale and audience. In New York City the Junior League prepared a pamphlet for parents of inner-city, generally minority-group children, well illustrated, with many things that can be done in and around the home to instill resource and environmental concepts.
8. Give experience in and awareness of planning problems and needs, by means of various problems, games, flannel boards, etc.
9. Develop "Conservation Corners", demonstration plots, on nearby areas, parks, lots.
10. Develop vest pocket parks
11. Foster special projects; i.e., planning future additional water supply to avoid future shortages
12. Critical study of conflicting issues through debate, role playing, etc., touching on such problems as power development, solid waste disposal, sewage, highway and many more.
13. Personal involvement in studying problems and finding solutions.

3. Educational Avenues

- A. Use various devices or structures through which one can communicate:
 1. Workshops
 2. Forums
 3. Citizens' Councils
 4. Seminars
 5. Community lecture series
 6. Mass media
 7. Church group meetings
 8. Professional organizations' meetings and meetings of many other citizens' groups.
- B. Make effective use of the institutions we have
 1. Coordinate fragmented efforts
 2. Build an increasing sense of citizen responsibility for political action.
 3. Improve knowledge of legal structures and processes
 4. Develop an awareness of local social and economic attitudes and institutions, and foster a willingness to change and improve them.
 5. Emphasize social benefits as well as personal benefits of individual and group responsibility.

TOPIC: Guidelines and Functions of State Advisory Councils

Discussion Leader: F. E. Dubose, Superintendent, Turberville Gable, South Carolina

Resource Person: Mrs. Betty Croke, U. S. Forest Service, Atlanta, Georgia

Recorder: Miss Bonnie Smith, teacher, Lake Charles, Louisiana

1. How Organized

A. Initiated by agencies, individuals, organizations.

B. Before councils are organized there must be time to educate people as to the functions of a council and to find people ready to work.

C. Experience has shown so far that councils made up of people appointed because of their interest do better work.

D. Steps in organizing

1. Make an inventory to determine what is happening in the state
2. Define the needs
3. Set priorities for making up deficiencies
4. Proceed to work toward established goals

2. Membership

Should come from organizations such as Audubon Society, PTA's, teacher organizations, League of Women Voters, state Departments of Education (the curriculum supervisor should certainly be a member), natural resource agencies, industry, conservation chairman of clubs such as the garden clubs, individuals interested in environmental improvement. They should be the best people, chosen because of their dedication to conservation. Members should serve regular revolving terms.

3. Functions

A. Chief function is encouraging state Departments of Education to have conservation taught in every grade, so that teachers will know what and how to teach conservation:

1. Develop teacher guides and bibliographies and write informational materials to go with them.
2. Initiate and help with workshops for teachers so they will know how to use the materials, take field trips, and otherwise make use of the school environment.

B. Encourage the appointment of a Supervisor of Conservation Education in the State Department of Education.

C. Publicize the work of the council in news media.

D. Prepare educational TV programs so there will be greater awareness of conservation problems and solutions.

E. Bring together all agencies and related agencies and channel their materials into the State Department of Education and to the public.

F. Encourage colleges to require courses in conservation as a pre-requisite for graduation and eventually build minors and majors for those wishing to go into conservation as a career.

G. Keep educators informed of conservation methods being currently used by "action" agencies.

H. Get new ecological information from the educational institutions back to the action agencies.

I. Purge the film depositories of all films and filmstrips that are obsolete or contain philosophies and concepts of antiquity -- a committee function. Recommend most up-to-date films and filmstrips.

J. Purge state, parish, school, and classroom libraries of obsolete materials and supply up-to-date materials.

K. Analyze all resource materials available to schools for adoption to grade level and subject matter areas and recommend revision and adaptations.

L. Promote the preparation of low cost enrichment materials in all resources by the resource.

4. Constitutions and By-Laws

The discussion group had available to it the details of the Advisory Councils of South Carolina, Texas, Georgia, and Mississippi. Persons interested in seeing the constitutions and by-laws of those Councils should write to the Superintendent of Public Instruction of the respective states.

5. Problems

A. Councils have only advisory power

B. It is hard to find places in the curriculum for the teaching of conservation.

C. High schools are under pressure to prepare students for College Boards.

D. Requirements for teachers are set and hard to change.

E. The general public does not understand the importance of teaching conservation.

6. Suggestions

- A. Give advisory council as much power as it can use.
- B. Teaching should bring about changes in attitudes and habits.
- C. Have honorary conservation fraternities in colleges.
- D. Get questions on conservation put on college board examinations.
- E. Organize a CEA chapter in each state to encourage and support a council.
- F. Recommend to the legislature that they encourage schools to teach conservation by providing funds for such teaching.
- G. Give training courses that would lead to setting up a state council. Guidelines for a project of this kind may be found in the pamphlet, "Community Action for Environmental Quality", published by Citizens Advisory Committee on Environmental Quality, 1700 Pennsylvania Ave., N.W., Washington, D.C. 20006.
- H. Help develop regional cooperation among states having councils. This might develop voluntarily from interstate action. Eventually we may have a national organization of state councils.
- I. Urge legislators to vote for Environmental Education Act Bill now in Congress. Ask your congressman for a copy of H.R. 18260, dated June 30, 1970.
- J. Establish a position of a paid executive secretary with a good background in conservation and in education to carry on the day-by-day work of an Advisory Council.

7. Statement prepared by Mrs. Nancy Ayers of the New York State Commission on Conservation Education. This statement was not approved by this discussion group, but the group agreed to include it as part of the report. Furthermore, this statement is not an official statement of the Conservation Education Association Board, for the statement is too absolute in specifying a single best way to form a Committee, although the Board agrees with the objective of having a viable, active Committee. It is with these limitations that the statement is included here:

An unofficial statement, illustrating the viewpoint of Mrs. Nancy Ayers, on establishing state advisory committees for environmental quality education.

"The Conservation Education Association finds that the deterioration of the quality of the environment and of its ecological balance is due in part to poor understanding by citizens of the Nation's environment and

of the need for ecological balance; to overlapping responsibilities and efforts in the States; and to the lack of adequate specific funding for environmental education programs.

"To meet this urgent need, we recommend STATE ADVISORY COMMITTEES FOR ENVIRONMENTAL QUALITY EDUCATION which should:

- prepare the States to utilize the provisions of the Federal Environmental Education Act,
- provide a channel for inventorying, reviewing, motivating and supporting environmental education,
- receive and administer Federal, State and Private funds to provide support for the initiation and maintenance of programs in environmental education, including model program, community education program, and materials for distribution to the mass media.

"Ideally, the Committee should be appointed by the Governor with the advice and consent of the Senate, and should be limited in size for efficiency but large enough to include persons from the public and private sector with due regard to their fitness, knowledge and experience in academic, scientific, medical, legal, resource conservation and management, urban and regional planning, population dynamics, and information media activities, provided that the appointments include at least two ecologists and two students within the ages of 16-21. Terms should be limited to 3-5 years on an alternating basis.

"Technical assistance should be provided by all appropriate agencies, including but not limited to education, natural resources, conservation, planning, health, pollution abatement and agriculture. Administrative funding should be included in the enabling legislation to cover an executive director, a professional staff and a state office location."

TOPIC: The Role of Conservation Education in Adult Groups

Discussion Leader: Miss Elizabeth Mason, Director of Women's Activities,
National Wildlife Federation, Atlanta, Georgia

Resource Person: Mrs. Del Krenik, President, Ladies Auxiliary National
Association of Conservation Districts, Madison Lake,
Minnesota

Recorder: Claude D. Crowley, Regional Technical Service Center, Soil
Conservation Service, Fort Worth, Texas

Introduction

In the past, conservation education has faced a climate that could be described as uninspired, but concern among adult groups is now high, and the climate is receptive. The discussion leader suggested that the most good might be done with adult conservation education efforts by conveying needs and ideas to candidates and public officials. An effective discussion was held with about 10 - 15 participants in the different sessions.

Principal Ideas and Suggestions

1. CEA members and others with conservation education goals should be more positive and active on conservation issues. They should attend hearings, communicate with public officials, and political candidates, and elect candidates who have a genuine interest in environmental improvement.

This point is also intended to encourage more active participation in zoning activities. Many deplore developments that damage environmental values, but unless those concerned participate in the issues, poorly-planned developments will continue to prevail.

2. Organizations and government agencies should do more to help the general public understand conservation education. They need to seek practical, applicable ways to show the general public how it is affected by the environment. Research into effective mass communications is needed to help accomplish this.

3. Civic groups, service clubs, and other adult and young adult groups should be encouraged to appoint conservation committees and take a more active role in conservation education in their communities.

4. The CEA should seek ways to promote an effective cross-exchange between the various disciplines involved in conservation education.

There are formal groups that do this, such as conservation education councils. It was suggested that this could be accomplished on a local level with "no-host" dutch dinners with public officials, news media people, and others.

5. The CEA should contact major networks and encourage them to work conservation ideas into television programming. This would be an effective way of communicating with unmotivated people. Use celebrities for public service conservation messages to reach mass audiences.

6. We suggest that CEA and other conservation organizations push for requirements in each state so that all teachers must have completed courses in appropriate environmental and conservation subjects before being granted a teacher's certificate or an endorsement. The present summer institutes and teacher workshops, while good, cannot reach large numbers of teachers.

7. We recommend that CEA and other conservation groups use their influence to get professional environmental and conservation people on planning bodies so that environmental quality will be considered and professional guidance will be given early in the planning process.

8. This group recommends that industry not be singled out as a scapegoat on environmental issues, but that we approach issues with the knowledge that all have interlocking responsibilities and resources, and that industry, as well as conservation organizations, government agencies, and others, can be a positive force in adult education, and conservation programs in general.

TOPIC: Utilizing the Outdoor School Site

Discussion Leader: A. S. McKean, Forest Specialist, retired, Arcadia, Louisiana

Resource Persons: Robert Finley and Ralph Shaw. Mr. Finley is Education Consultant, Conservation & Outdoor Education, State Department of Education, Columbus, Ohio. Mr. Shaw is Principal, Bert Edwards School, Kamloops, British Columbia.

Recorder: Mrs. Katherine Mergen, Information Division, Soil Conservation Service, Washington, D. C.

For purposes of discussion in dealing with the topic "Utilizing the Outdoor School Site," the following definition of an outdoor school site was agreed upon:

"Any outdoor area, regardless of size, where learning can take place."

This definition allowed the discussion group to include outdoor classrooms of learning areas on school sites, nearby outdoor learning areas such as parks, forests, nature centers, farms, or other locations to which elementary and high school students would have access as part of the conservation or environmental education program of their respective schools.

Under this definition, three commonly used approaches were discussed as the means of bringing teachers and students to the out-of-doors for conservation and environmental studies.

One is the development of the school site itself as a basic learning laboratory or outdoor classroom where continuing, day-to-day study projects can be carried on by the students. School site development gives an opportunity for individual projects in resource management, and for student involvement in management projects which make use of more than one resource and which continue through the seasons. School site development also provides the elementary school child with basic conservation

and environmental understandings that can then be applied in field studies and the more elaborate resource studies involving natural resources on larger and more complex areas at a later time.

Another approach is to provide field trips for observing resource relationships, conservation practices, ecological systems, and the interrelationships among plant and animal communities. This type of outdoor learning experience should be preceded by classroom preparation for the trip to give students an idea of the kinds of resources or management practices to be studied. Later, some follow-up work in the classroom after the trip has been completed, will be necessary to make sure that each student understands the purpose of the trip and the resource and management understandings gained from it.

A third approach to the outdoor school site program is the extended field experience program wherein the students carry on detailed studies or projects in a scheduled program at a given site such as a camp or field location.

Members of the discussion group strongly emphasized that the basic purpose of the outdoor school site program of whatever size and complexity is to get the teachers and students out of the regular classroom and into the out-of-doors where they can have first hand experiences and involvement in learning about natural resources. The outdoor learning experiences and programs are therefore designed to be supplementary to textbook studies, to extend and enlarge understandings about natural resources and their interrelationships as well as an understanding of man's place in the environment.

Also emphasized during the discussions were two basic requirements for a successful outdoor school site program:

1. The support of the school principal and of the school board.
2. Teacher creativity, interest, and involvement. Unless the teacher is prepared to guide the student in outdoor studies and has an enthusiastic approach to the outdoor experience, much of the value of such a program will be lost. For this reason, teacher training in conservation and environmental studies is needed through workshop programs, summer school courses, and in undergraduate teacher-training programs.

Among the recommendations made by the discussion group in relation to the utilization of the outdoor school site are the following:

1. To make the fullest and most effective use of the outdoor school site, there must be flexibility in scheduling within the school curriculum. Rigid time schedules make it difficult to arrange field trips or allow students time to pursue individual studies or projects in conservation and environmental resource relationships.

2. Teachers who are developing programs in utilizing the outdoor school site should make use of all available assistance from resource

agencies and organizations, from business and industry, citizens groups, and other community leaders. Soil scientists, foresters, wildlife managers, and other professionally trained conservationists can help the teacher with information on specific practices and examples of resource management which will enrich the outdoor studies program. Professional conservationists and others involved in natural resources can help with teacher-training sessions and with field tours for students and teachers.

3. Advisory boards in conservation education made up of teachers, resource managers, professional conservationists of many kinds, and citizen groups can be helpful to teachers, principals, and school boards in developing programs of conservation and environmental studies that can be incorporated into the school curriculum in many fields of interest.

4. Teachers and students should have an opportunity to help plan outdoor study programs and projects which utilize the outdoor school site locations. Wherever it is possible to do so, the outdoor school site should be included in the plans as they are made for developing new school sites. In some instances, it would be useful to make the outdoor school site one of the principal criteria in choosing a school site since a variety of plant life, wildlife habitats, or other natural resources would make the school site more valuable in conservation and environmental studies.

5. Community involvement in the outdoor school site can be stimulated by inviting parents, community, business and industrial leaders, and others to visit the site and observe the learning activities. Adult groups, or individuals, should have access to the outdoor school site for their own resource studies or projects. Colleges and universities in the area of the outdoor school site, together with teacher-training institutions, junior colleges, and other institutions should also have access to the area for conservation and environmental studies. The total program of the outdoor school site should be as broad as possible, and should reach as many individuals and groups as possible within the community and in adjacent areas.

TOPIC: Guidelines for Pre-Service and In-Service Teacher Education in Conservation

Discussion Leader: Dr. Clyde Hibbs, Director, Natural Resource Program, Ball State University, Muncie, Indiana

Resource Persons: D. A. Anderson, Head, Information & Educational Department, Texas Forest Service, College Station, Texas.
Miss Carmella Beecha, Green Bay, Wisconsin.

Recorder: Mrs. Charles Hinson, Natchitoches, Louisiana

The urgency of our environmental crisis, as evidenced by the great concern of scientists and educators across the country, and as expressed

by the Environmental Education Act and other federal and state legislation, demands that greater emphasis be placed on environmental conservation education in the public schools. It is important that our youth develop appropriate environmental attitudes during their educational experiences. Therefore, the following minimum standards are recommended for teachers at all grade levels and in all subject areas.

Pre-Service Education

Definition

Pre-Service education shall include all undergraduate education prior to teacher certification.

Guidelines

1. Pre-Service education leading to teacher certification shall include a minimum requirement of a three credit course that is:
a) problem oriented, b) multidisciplinary in content, and c) focused on the relationships of environmental conservation concepts to a quality of life.
2. It is recommended that methods courses be continually modified to provide for the techniques, skills, and resources necessary to make teaching meaningful and timely as related to environmental conservation issues.

In-Service Education

Definition

In-Service training should be a continuous process which includes the additional education for the purpose of enhancing the qualifications of classroom teachers, administrators, and supervisors.

Guidelines

1. In-Service education must provide opportunities to bring all teachers to a level of teaching and academic competency in environmental conservation education as required in Guideline #1, Pre-Service Education.
2. In-Service education should provide programs aimed at establishing a cadre of environmental conservation leaders skilled at working with their peers in the local education agency.
3. In-Service education should create an awareness and understanding of the vital roles that agencies, institutions, organizations and individuals play in complementing and supplementing programs related to environmental conservation issues.
4. In-Service education should provide the techniques, skills, and

resources necessary to make teaching meaningful, and timely as related to environmental conservation issues.

TOPIC: The Role of Youth Groups in Conservation Education

Discussion Leader: Dr. Paul Yambert, Dean, Outdoor Laboratories,
Southern Illinois University, Carbondale, Illinois

Resource Person: Mr. Ted Pettit, Director, Conservation Camping and
Conservation Service, B.S.A., New Brunswick, New Jersey

Recorder: Mr. Tom Colvin, Director, Vocational Agriculture, State
Department of Education, Baton Rouge, Louisiana

1. Scope and Definitions

For purposes of discussion we chose to define "youth groups" as those non-school groups comprised primarily of people under 21 years of age. It was also agreed to concern ourselves with all youth groups which include conservation as a major or a minor objective.

2. Chief Discussion Topics

A. How can work with youth groups be made more effective in educating adults?

- Adults should be involved in selection and/or evaluation of youth participating in conservation education programs.
- Youth groups should make more use of the communication media utilized by adults.
- Youth leaders should become proficient in gaining the interest and support of adults, including teachers, parents, and agency personnel.

B. What are some of the opportunities for cooperation among youth groups which should be more fully utilized?

- Camp and other facilities should be shared during the "off-season".
- Sharing of resource people, teaching aids, etc., should be further encouraged.
- Earlier and broader distribution of information regarding conservation education programs should be effected.
- Composite listings of regional conservation education resources which can be shared should be developed.

C. Which broad approaches, if any, have been found to be most effective in dealing with youth groups in conservation education?

- The approach, to be most effective, should be a composite one

involving the following features: Youth action and involvement; Follow through; Interdisciplinary perspective; Emphasis upon broad concepts of conservation, and Concentration upon affecting attitudes.

D. Other than the conservation camp, what promising opportunities for youth conservation education should be further explored?

- Conservation clinics - nights and/or weekends
- Closed circuit and educational TV programs
- Varied conservation-oriented contests
- Conservation fairs
- Conservation clubs

E. What are some of the more promising techniques for getting people involved in youth conservation education?

- Earth Day-type activities
- Environmental Week
- Replacing Arbor Day with one broader in concept and appeal
- Relate, initially, to problems of local interest
- Use public service time available on TV and radio

F. How can we improve our effectiveness in educating youth leaders and keeping them involved?

- Promote a conservation version of Boys' and Girls' State
- Provide an opportunity to work with adults directly involved in solving resource problems
- Develop a communications network to share successes and failures of youth motivated programs throughout the region.

G. What guidelines should youth groups consider in evaluating proposed action programs?

- Is it based upon facts?
- Is it based upon all facts which are pertinent and available?
- Is it rational?
- Is it consistent -- in terms of previous group action and actions of the individual?
- Is it equitable?
- Is it remedial, i.e., does it tend to solve, or merely call attention to the problem?
- Is it a commitment, i.e., does it involve work and sacrifice on the part of the group?

H. What broad changes, if any, in scope or direction should we effect in our youth conservation education efforts?

- Encourage more and more rational involvement in politics
- Place additional emphasis on urban environmental education
- Endeavor to involve total families

- Attach more importance to conservation education for girls

I. What should we do to improve opportunities for vocational explorations within the conservation fields?

- Make plans for youth to accompany adults working in the field of conservation: long term via junior internships, short term via camp, classes, etc.

3. Summary

We have been less than imaginative, less than thorough, less than effective, and sadly, less than honest in our work with youth groups in conservation education. It is our hope that in some small way this report and those which accompany it will make amends.

TOPIC: The Role of Industry in Conservation Education

Discussion Leader: John Witherspoon, Director, Department of Natural Resource, American Forest Institute, Washington, D.C.

Panel: Dr. Casey Westell, Jr., Packaging Corp. of America, Filer City, MI 49634, Keith Hay, American Petroleum Institute, 1101 17th St., NW, Washington, D.C. 20036, Dr. William Harrison, Southern Services, Inc., Birmingham, Alabama, and George Dainty, So. Forest Institute, 1 Corp. Sq., Suite 280 Atlanta, Georgia 30329.

Resource Person: H. D. Burkhalter, Vice-President, T. L. James Company, Ruston, Louisiana

Recorder: William Bailey, Jr., Associate Director, Louisiana Petroleum Council, Baton Rouge, Louisiana

The participants in this discussion agreed upon five recommendations designed to heighten the quality and effectiveness of industry's participation in conservation education.

Before listing these recommendations, it should be pointed out that any role played by industry in the educational process is unique in that it must be purely a voluntary role, both on the part of the industry and the educational institution.

For many years various industries have participated in educational programs in various ways. One of the more prominent programs involves the dissemination of prepared materials to the schools. The discussion group agreed unanimously that while some industries and individual companies are making valuable contributions to conservation education in this manner, much of the material is inadequate and would be of little value if it were used by educators.

It was established rather quickly that there exists in many areas a serious communications barrier that impedes the establishment of an industry-education rapport that would benefit educators and students alike.

These barriers were considered so serious that on the second day

of the discussions, members of the group took turns expressing what they felt were the underlying reasons for the communications gap.

We were of the opinion that it would be helpful to list these causes, without commenting on their validity, with the hope that all of us will search our own minds to determine if we harbor such barriers, and then, hopefully, those industries that must initiate positive actions to remove the barriers will see fit to do so.

The first barrier mentioned was industry's image of being something impersonal -- perhaps unreachable.

The remainder of the list follows:

- The defensive attitude of industry
- Resistance to industry's advertising on the part of the public
- Some distrust of the profit motive itself
- Differences of opinion over extent of governmental control
- Failure on the part of industry to initiate an understanding of its purposes.
- Lack of skills in communicating on technological aspects
- The past performance of some companies
- The present performance of some companies
- A feeling among some segments of the population that industry will not change its attitudes because it cannot change
- A feeling that educators themselves are too naive
- Fear among some industrialists that some conservation groups are a threat to industry and the free enterprise system.

Time did not permit the exploration of ways and means of eliminating or avoiding these barriers. Hopefully, the identification of these barriers will provide future conferences with a headstart toward arriving at solutions for problems already identified. With this background information, we submit the recommendations of the discussion group:

1. Use of the CEA Newsletter and packets of materials as a means of maintaining communication between industry, government agencies, and educators.
2. Ideas and skill techniques should be exchanged in a workshop which, hopefully, will become a part of the CEA conference beginning in 1971.
3. Educators and members of the industrial community should take the initiative within their respective states to first improve communications and then strive for an effective and meaningful program of conservation education.
4. Industry should involve itself with its technology, manpower, resources, and financing to improve the quality of conservation education.
5. Industry should cooperate with school districts which have already established proven conservation education programs. In this

way industry would receive meaningful feedback on the quality of its own materials and determine whether they are really adequate and whether educators would use them if they were made available.

The group also generally agreed that representatives of industry who are going to become involved in conservation education should develop an understanding of the education process. This is not to imply, however, that they should approach such programs as if they were professional educators themselves.

Certainly there is a need for educators and industrialists alike to make their desires and needs known to one another so there will be a minimum of wasted effort.

The spectres of doubt, prejudice, and suspicion must not be permitted to divide our nation's industrial and government leaders and our professional educators in the vital area of conservation education.

The hour is too late and the stakes are too high for any of us to continue expending our efforts and energies building defenses against one another while the real enemies take their toll in natural resources and human lives.

From the corporate director to the classroom teacher, there has to be an understanding that a valid program of conservation education is a necessity and there must be unyielding commitment to the creation of programs that reach our fellow citizens and leaders of today -- and tomorrow.

This discussion group was privileged to hear one of its members announce at the conclusion of the final meeting that his company -- as a result of the dialogue of the past three days -- would in the near future make available some of its land for outdoor laboratories in farming and timber management. Certainly this dramatic announcement alone guarantees the success of the conference.

But the group is hopeful that a start was made in Lafayette that will lead to the implementation of many additional programs and dramatic innovations in the field of conservation education.

We feel the job is one that must be accomplished as if our very lives depended upon its success, for this may very well be the case.

TOPIC: Community Action Programs in Promoting Conservation Education

Discussion Leader: R. Alan Mebane, Environmental Education Specialist,
National Park Service, Southeast Region, Federal
Building, Richmond, Virginia

Resource Person: Jack Ensminger, National Association of Conservation
Districts, League City, Texas

Recorder: Robert Carroll, Conservation Forester, Woodlands Department,
International Paper Company, Natchez, Mississippi

The discussion group dealing with community action group programs promoting conservation education reviewed resources and programs of various agencies and industries represented in their group. These agencies, industries, and private groups were:

National Park Service, U. S. Department of Interior
International Paper Company
Soil and Water Conservation Districts
Tennessee Valley Authority
Susquehanna Environmental Education Association
Soil Conservation Service, U. S. Department of Agriculture
Louisiana Forestry Commission
Public school teachers
League of Women Voters

Recommendations from this group follows:

1. The discussion revealed that a frequent problem is lack of use of resources offered by these agencies and industries by the neighboring schools. Conversely, teachers pointed out that resource materials and people are not readily available to them. Therefore, this discussion group suggests that key men be appointed within these organizations to work with school officials. Preparation of a catalog of materials and environmental study areas available in the region is recommended.
2. Development of a planned cooperative program with local school systems to promote environmental education is advised. Industry and agencies should strive for model demonstration programs in areas. They should work with the highest level of education possible to encourage a policy of environmental education which would include regular scheduled use of outdoor classrooms. Teachers and others should be motivated to adopt teaching methods related to man's total environment.
3. Agencies and industries should provide a depository for samples of environmental materials for school use and public information. Get samples of curricula such as N.E.E.D., The N.E.S.A. Guidebook, People and Their Environment, Outdoor Patterns for People to help schools and interested agencies with materials that they need. Agencies and industries should bring people together for useful interaction by providing meeting rooms, audio-visual aids, and duplicating equipment.
4. Schools often need help in financing transportation, lunches, publications, and substitute teachers to allow teachers to take their students to outdoor classrooms. Through community action, groups can raise money for this purpose through sales, civic clubs, local foundations, donations, or many other ways. Encourage the schools to put funds for environmental education into their budget, and rearrange priorities, if necessary.

5 Best use should be made of our personal spheres of influence. Adopt habits and a life-style that minimize environmental damage, and let others know how and why we do it.

Groups such as churches, civic clubs, and social clubs to which we belong as individuals should enlarge their interests and concerns. As active members, plan programs with environmental themes, which are well-documented with facts and lead to constructive action toward improving the environment and promoting environmental education.

6. Duplication of effort should be avoided. Join forces with other concerned agencies for greater effectiveness.

7. Local newspapers and TV should be encouraged to carry news of constructive efforts to improve environmental management and education. Determine whether environmental public service announcements can be used on TV, as well as programs on the local situation, panel discussions and editorials.

8. Next year, invite spokesman for urban dwellers to CEA meeting to provide needed input. We feel that the urgency of the environmental crisis is not really appreciated by those who do not live in cities.

1970 CEA Conference - Committees and Chairmen

Steering Committee and General Chairman - Rudy Landry

Banquet - John Lynch

Registration - Mrs. Ira S. Nelson

Conservation Tour - Roy Theriot

Youth - Ben Brown

Programs and Speakers - Dr. E. W. Dayton, Jr.

Exhibits - Charles Hinson

Hospitality and Recreation - Al Carver

Publicity - Gene Warren

Site and Facilities - Ralph Wall

Membership - Mrs. Genny Cousins and Dr. Warren Evans

Decorations - Mrs. Frank Gladney

Finance - Roland Treubig

SUMMARY OF POST-CONFERENCE TOUR

The tour, attended by twenty-two people, left Lafayette at 8:15 a.m. The bus for the tour was provided by Southern Forest Institute, Atlanta, Georgia.

Stops ---

1. Enroute Oakdale, discussion of wild fire, prescribed fire and forest industry.
2. Near Oakdale - introduction of Mr Printis Murphy, vice-president, Land & Timber, Vancouver Plywood Company (subsidiary of Van Ply). Tour of Southern Pine Veneer and Plywood Plant from log to finished plywood and viewed stud mill with chipping headrig.
3. Lunch courtesy of Boise Southern Company, DeRidder, Louisiana. Talks by Mr. Charles Stout, Regional Forester, Boise, on the Company land management and recreation program, and by Mr. Paul Jackson, Instructor, Louisiana Wild Life and Fisheries Commission, Lake Charles, Louisiana, on game management in the West Bay Game Management Area where we had lunch.
4. Enroute DeRidder, presentation of the Ward 7, Beauregard Parish Contractor Program with before and after data. Mr. Arthur Smith, Public Affairs Director, Boise Southern Company, prepared visitors for plant tour.
5. DeRidder - bus tour of affluent disposal system, views of mill and wood pile. Mr. Wayne Evans gave descriptions of places seen and systems described. Mr. George Jackson, Vice-President, was introduced and gave us a short summation of the company's operation.
6. Enroute - presentation of Beauregard Parish Airport forestry program, the L.F.C. Seed Orchard, and the Burl Logan plantation.
7. At Beauregard Nursery - view and descriptive narration of nursery equipment, seedling handling, and seedling beds.
8. At Rice Land Logging Company - several stops to see clear cutting, replanting and several plantations of pine. Explanations were provided by Mr. Walter Barnes, Resident Manager and Forester, Merryville, Louisiana.

Tour returned to Lafayette at 6:30 p.m.

FINANCIAL REPORT
 17TH ANNUAL MEETING
 CONSERVATION EDUCATION ASSOCIATION
 August 16-20, 1970

Receipts	CEA	100.00		
	Donations	350.00		
	Exhibits	<u>50.00</u>	500.00	
	Registration	2361.00		
	Meals and room	4434.50		
	Banquet	612.50		
	Field trip	442.00		
	Post conf. tour	168.00	<u>8018.00</u>	8518.00
Disbursements	CEA	<u>100.00</u>	100.00	
	USL use fees	700.00		
	Rooms	2401.00		
	Meals	2077.00		
	Banquet	<u>647.50</u>	5825.50	
	Bus rentals	565.92		
	Post conf. refunds	168.00		
	Field trip	175.50		
	General conf.	796.08		
	*Proceedings	<u>500.00</u>	<u>2205.50</u>	<u>8131.00</u>
Surplus				387.00

* Allocated

SPONSORS

17th ANNUAL CONSERVATION EDUCATION ASSOCIATION CONFERENCE

Alexandria Garden Club - Alexandria
Avery Island, Inc. - Avery Island
Boise Southern - DeRidder
Cabot Corporation - Pampa, Texas
Humble Oil and Refining Company - Houston, Texas
International Paper Company - Natchez, Mississippi
Lafayette Chamber of Commerce - Lafayette
Lafayette Soil and Water Conservation District - Lafayette
Louisiana Association of Soil and Water Conservation District
Supervisors - Church Point
Louisiana Chapter, Soil Conservation Society of America - Crowley
Louisiana Comptroller - Baton Rouge
Louisiana Electric Cooperatives, Inc. - Opelousas
Louisiana Forestry Commission - Baton Rouge
Louisiana Garden Club Federation - Baton Rouge
Louisiana Parks and Recreation Commission - Baton Rouge
Louisiana State Department of Agriculture - Baton Rouge
Louisiana Department of Public Education - Baton Rouge
Louisiana Tourist Commission - Baton Rouge
Louisiana Wild Life and Fisheries Commission - New Orleans
Louisiana Cooperative Extension Service - Baton Rouge
New Iberia Sugar Cane Festival - New Iberia
Soil Conservation Service - Alexandria
South Coast Sugar Corporation - Raceland
Southern Forest Institute - Atlanta, Georgia
U. S. Army Corps of Engineers, New Orleans
U. S. Forest Service - Pineville
University of Southwestern Louisiana - Lafayette
XEROX of Lafayette - Bob Jumonville, representative - Lafayette