

AMERICA'S FAVORITE BIRD

The majestic eagle emblazons the Great Seal of the United States. Franklin remarked that the wild turkey should be our national bird. But the bird that is first in the hearts of its countrymen is the vocal, companionable Robin Red-breast—"Cheer-up! Cheerily, Cheerily, Cheer-up!"

We Get Ready

The robin is the state bird of Wisconsin, made official by an act of the state legislature in 1948, along with the sugar maple for the state tree, and the wood violet as the state flower. The choices were made by votes of the school children of the state.

To what family of songsters does the robin belong? The speckled breast of the young robin proclaims this relationship. How widely over the United States is the robin found? Why was the robin a favorite of early pioneer settlers?

There may be Trailhitters who would choose the bluebird as America's favorite. If so, let him defend his stand.

What kind of nest does the robin build? Discuss the places where the robin builds. Do you know of another bird that trusts human beings so thoroughly?

We Hit the Trail

There will be a discussion of the characteristics and song of the robin that make it so popular. Why is it called, at times, a weather prophet?

What are the migration habits of the robin? Where do they spend the winter? Do any stay with us during the winter? Where do they find protection and food? Where does the "first robin" of spring often come from?

What is meant by territory-rights among birds? Why is it supposed nature gives birds this territory-sense? What crazy acts does it lead robins to do?

Are the feeding habits of the robin beneficial? Note how it can change its diet about time the cherries get ripe. How does the planting of mulberry trees protect the cherry trees?

Farther Afield

Who will be the first in your school to see a robin this spring? What is meant by the statement: "The robin is the harbinger of Spring"? Notice how newspapers make much of the first robin.

Are robins good to eat? What law protects robins from being used for food?

AMERICA'S FAVORITE WILDFLOWERS

There are at least 32,000 kinds of wildflowers growing in North America. Probably there is an equal number of flowerless plants such as ferns, mosses, lichens, and fungi—altogether enough to fill a library of a hundred books, even if briefly described. Once 1100 botanists and naturalists living in the United States, Alaska, and seven provinces of Canada, were asked to name the 12 flowering plants that might be of greatest interest to nature lovers. The top 15 are listed below.



We Get Ready

Without looking at the list below, have pupils list the 12 wildflowers they like best. Then compile your own list of 15 from those getting the largest number of votes. How do the lists correspond?

There are no wildflowers in bloom now, unless it be the skunk cabbage, which like the robin is a harbinger of spring. So have a Trailhitter draw a simple flower on the blackboard, and from it learn the parts of a flower and their function in the life of the flower. Refer to broadcast outline for September 23. These are the parts (use them for a spelling lesson): corolla, calyx, pistil, stigma, stamens, anthers, pollen. (Which one is misspelled?)

We Hit the Trail

This is the list of flowering plants selected in the continent-wide poll. These received the highest votes in the 1000 nominated. The botanical names are given for you to play with.

Cardinal flower	Lobelia cardinalis
Showy ladyslipper	Cypripedium hirsutum
New England aster	Aster novae-angliae
Butterfly weed	Asclepias tuberosa
Moccasin flower	Sisyrinchium acaulis
White wake-robin	Trillium grandiflorum
Wild columbine	Aquilegia canadensis
Sweet-scented white water lily	Castilleja odorata
Eastern fringed gentian	Anthopogon crinitus
Marsh marigold	Caltha palustris
Black-eyed Susan	Rudbeckia serotina
Bloodroot	Sanguinaria canadensis
Larger blue flag	Iris versicolor
Virginia cowslip	Mertensia virginica
Turkscap lily	Lilium superbum

Farther Afield

Learn to know each of these flowers before school closes. Learn to know 'em, love 'em, and to leave 'em. Which two are on our state protected list? Why are wildflowers disappearing?

A MARSH IS NOT WASTE LAND

It is hardly possible to perform a single service in conservation. When aid is given to one phase, like the planting of trees, every other phase is helped. For instance, when trees are planted, aid is given to the soil, to the water supply, to grasses, to wildlife, to minerals, and to man. Likewise, the reverse is just as true—make a mistake in handling one resource and that mistake becomes a snowball that gains in size as it rolls downhill.

We Get Ready

We are hearing more and more about the conservation of water these days. Have you come across items in your reading of current events discussing this problem? Save them for reference.

Do any Trailhitters live near marshes that have been drained? Why was it done? Have you thought of marshes as reservoirs of water that slowly feed streams and by seeping into the ground keep up the underground water supply? Do marshes have any influence in preventing floods? What happens to wildlife that must have the marsh environment in order to live? What happened to the duck population when the marshes of the prairie states were drained?

When you go on a hike, why do you like to go where there is water? What do you find in a marsh that you cannot find elsewhere?

What large marsh areas in our state were drained to make farm land, but are now being restored? The Horicon Marsh is one great example of mis-handling. Maybe the Wisconsin Conservation Department has some information for you about this marsh.

We Hit the Trail

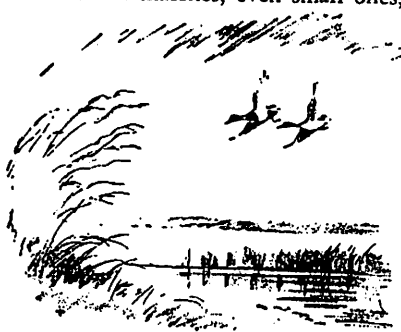
Ranger Mac will discuss the marsh as a gift of nature and will show that drainage of marshes is not cooperating with nature but "killing the goose that lays the golden eggs." There will be a discussion of marshes, even small ones, as wilderness areas that are highly needed.

Do you imagine that nature had some plan in providing the beaver with an ability to build dams? What happened in certain parts of Canada when the beaver was exterminated? Do you think it is a part of our education to learn how to cooperate with nature?

What is *The Wilderness Society*? Would you like to have a little sanctuary of your own? Does the marsh have any spiritual meaning in the lives of people?

Farther Afield

For THE LOG BOOK write about the different forms of wildlife found in a marsh that cannot be found elsewhere.



THE SUN IS ON THE LAND

"The glorious sun—the center and soul of our system—the lamp that lights it—the fire that heats it—the magnet that guides and controls it—the fountain of color which gives its azure to the sky, its verdure to the fields, its rainbow-hues to the gay world of flowers." (Brewster) To this may be added: hope to the spirit of man, and the glow of health to the cheek of youth.

We Get Ready

According to the astronomer's method of calculation, Spring has been on its way nineteen days. The great god Pan (Who is he?) is with us again. His merry pipes are being heard everywhere. The robins heard it and are returning; in the deep mire of the marsh the skunk cabbage heard it and is in bloom. Everywhere is evidence that the sun is the main source of energy. With increase of warmth in the Spring comes growth; with lessening in the Fall comes sleep or death. The seeds feel it, and starches change to sugar and little plants come forth.

During our trips afield we have talked about the young of animals and their preparation for life. Today we are going to examine the children of plants—seeds.

Bring some bean seeds to school. Cut one in half the long way, and find the little plant within—the plant of tomorrow, all wrapped up with nourishment to give it a start in life. Bean seeds germinate rapidly and can be grown in glass containers to show the growth of a plant.

We Hit the Trail

Do you like the story of *Sleeping Beauty*? Does it help us to understand the influence of the warming rays of the sun?

What is the sole purpose of the plant? What did you learn about the hardiness of seed? Is there some mystery wrapped up in the testa? How do seeds resemble the eggs of pike or chickens?

In what ways are bees and many kinds of insects of importance to seeds? How are the flowers of grains pollinated? Do you think that the farmer should be somewhat of a botanist?

Farther Afield

Make a collection of important farm seeds, such as wheat, oats, corn, barley, alfalfa, clover, rye, turnips, peas, beans, vetch, timothy, beets, and others for the CONSERVATION CORNER.

What has been done to improve the hardiness and productivity of plants through seed culture? Who was Luther Burbank?



THE KETTLEDRUM IN SPRING'S SYMPHONY

About ankle-deep in June, when the white water lilies are beginning to show white between the sepals, and the red-wings are busy with their household duties—then, on a warm, still evening, there rolls up from the green borders of lakes and ponds the resonant kettledrum chorus of *Rana catesbiana*—the bullfrog; the loudest, lowest-pitched sound to come from the throat of any cold-blooded animal in these parts.



Home of the
bullfrogs

We Get Ready

How many different kinds of frogs can you name? How many can you identify? Our common larger frogs are the leopard, pickerel, and wood frogs that roam the land most of the summer. The largest are the green and bull frogs that stay in the ponds most of the time. The smallest are the tree frogs that play the Pipes of Pan. The giant of them all is the bullfrog. His thunderous voice almost rocks the ground itself and can be heard for a mile or more on a warm, still night.

What is the meaning of *amphibian*? Are there amphibians other than toads and frogs? What are the *batrachians*? Why is the name "bullfrog" given the bullfrog? How large is he? The legs are as large as the "drumsticks" of a fair-sized chicken. Have you ever eaten any? No? Come along with Ranger Mac about the time that the pickerel weed is in bloom.

We Hit the Trail

What is the life history of the bullfrog? Why does he select a pond that never dries up? Is he a greedy eater? What creatures are just as greedy about eating him? Why is he an easy victim of the heron? When you find tadpoles in the fall, what kind are they sure to be?

What is the purpose of this kettledrum chorus? By the aid of a recording, Ranger Mac will describe the mating calls of the bullfrog and the green frog. He will tell how the kettledrum chorus is tripped off by the same bellowing leader each time and followed by others; then an interval of silence, only to be started again by the same deep ground-shaking voice—jug-o-rum; jug-o-rum.

Farther Afield

Put on your schedule for early June a visit to a pond on a warm, quiet evening, just to hear the kettledrum chorus of the bullfrogs. It is simple to have a tadpole-arium in your school, and interesting. Write to Ranger Mac for instructions. Be sorry for the bullfrog. He developed a bad appetite—always calling for a jug of rum.

NESTCRAFT

The study of birds' nests is a fascinating one, and a neglected one. Birds build in almost every conceivable location and use a great variety of materials. But birds of the same species build nests that are almost identical. For instance, the robins' nests are bowl-shaped and plastered with mud; the goldfinches use thistle-down for lining. This makes most nests possible of identification.

We Get Ready

At times birds build nests in odd places. Ranger Mac discovered a phoebe's nest on top a lantern hanging in a barn and a wren's nest in the pocket of a coat hanging on a fence post. Trailhitters may know of more unusual locations than these.

There are some birds that every Trailhitter should be able to recognize by sight. The list is given below. Can pupils tell what kind of nest each builds and its usual location?—bank swallow, kingfisher, house wren, red-headed and downy woodpecker, oriole, purple martin, phoebe, bluebird, tree swallow, chickadee, crested flycatcher, starling, screech owl, chimney swift, mourning dove, goldfinch, brown thrasher, catbird, blue jay, yellow warbler, cedar waxwing, kingbird, shipping sparrow, song sparrow, cowbird, meadowlark.

We Hit the Trail

Ranger Mac will describe many of the nests named in the above list and their customary location. Check with your conclusions. Which one of these birds is, in your opinion, the best craftsman? Do some of the birds go to great length to conceal their nests? What ones use camouflage? Which one has learned to walk backward because of the nature of its nest?

Would you like to see the cliff swallows' nests on Farmer Bodeman's barn—a thousand on one side? Why do they have the name of cliff swallows when they build on barns? What other birds have changed their nesting places since man came on the scene?

Farther Afield

How can birds be attracted about homes? Is it advisable to study the nests of birds while the birds are using them? The fall is the best time to collect nests, but some weather the winter quite well. Collect some good ones for the CONSERVATION CORNER. Make a nest chart to be added to your LOG BOOK when it is returned. Give the name of the bird, the kind of nest, and where located.

"SPEAK TO THE EARTH"

(To be read and discussed before the broadcast.)

Our trail comes to an end for another year. It ends where all things begin—with the earth. It is well for us to know that we, ourselves, are, in truth, of the substance of the earth. Like all creatures that inhabit the earth, we are composed of the chemical elements that come from the air, water, and the soil. The thinkers of long, long ago knew this was so; and in the Bible we find words describing man as a handful of clay into which the Creator had blown the breath of Life.

There is an ancient saying that has stood the test of centuries for truth. In Latin, as it was originally said, it ran thusly: *Qui in terra gaudium invenit, Deum ejus amat*. Translated it means: *He who finds pleasure in the soil loves his God*. The soil is the Mother of life; and one who wishes to speak to this Mother must do so through her children—the plants, blooms, seeds, buds, birds, insects, toads, angleworms, and the many, many wonders and beauties of Nature. One who learns to speak to the earth has a source of pleasure, comfort, health, and faith.

You can learn to do this on hikes, but you must choose well your companions. There are times when you yourself would be the best companion. Another good setting for speaking to the earth is the garden. Here you can grow vegetables and blooms that have been cultivated since the dawn of history and existed in the wild for untold centuries before man put in appearance on this earth. Lettuce, onions, beets, carrots, and radishes are some of them. There is much to be taught about geography in the garden.

The garden is a health-giving undertaking. The vegetables fresh from the soil supply the vitamins and minerals needed by the human body. Hoeing and raking and the pulling of weeds may be done in a way that will tone the muscles and make for an erect carriage.

One gets close to his Creator in the Garden. There's the miracle of the seed, the wonder of the toad, the marvel of the earthworm, the beauty of the blossoms, and the songs of birds to work by.

In closing our trips afield for another year, Ranger Mac would direct your attention again to that Book of Books, where in the *Book of Job*, you will find these lines:

*But ask now the beasts, and they shall teach thee;
and the fowls of the air, and they shall tell thee;
Or speak to the earth, and it shall teach thee; and
the fishes of the sea shall declare unto thee.*

1950-1951 CONSERVATION CORNER PROJECT

The *Conservation Corners* will again be the project sponsored by the Wisconsin School of the Air and the Wisconsin Conservation Department with Mr. Guido Rahr of Manitowoc once more providing the funds for the awards.

Based on the broadcasts of the *Afield with Ranger Mac* series, the aims of the project parallel the aims of the broadcasts—to help boys and girls of Wisconsin find a delight in the outdoors, develop in them a keenness of observation that will make their lives fuller, quicken in them a sense of responsibility for the gifts of nature, and help teachers in teaching conservation.

The gifts of nature are common to all; we share them in joy, and we share them in responsibility. In the *Conservation Corner* project boys and girls find a common joy in discovery, in building, and in working together. This year each group will keep a *Log Book*, a treasured record which will be the work of all members of the participating group.

Who May Take Part?

Any school or individual classroom listening regularly to the *Afield with Ranger Mac* broadcasts may participate. As a group they will keep a record of their work in a *Log Book* so that they may enter it for the final judging.

The teacher, who will want to keep the activity within the bounds of reasonable classroom work, may well use the project among other things as motivation for oral and written expression, for an understanding of the environment in which people live and work, and for helping boys and girls understand the sources that provide their food, clothing, and shelter. The extent and variety of activities growing out of the broadcasts will depend upon the creative thinking of both teachers and pupils.

Important to the project as a group activity is the participation of all the children. The greater the percentage of children contributing, the more effective and worthy the project. This is one phase of the work that the sponsors wish to emphasize this year particularly.

Procedure for Participating

The group may begin by teacher-pupil planning of how the project will be set up and carried on. As soon as the broadcasts start, begin collecting, identifying, assembling, and arranging the specimens.

Step 1. Registration

Send in your Entry Form which you will find on page 39 of this manual or in the October issue of the *Wisconsin Conservation Bulletin*. You will receive a post card saying that your registration has been received and recorded. The *Conservation Corner* can be carried on with profit whether registered or not, but it will not be possible to judge the work unless the school is registered. The final date for registration is November 21. Mark it on your calendar now.

Step 2. Preliminary Report Due on or before *February 1, 1951.*

This report will give you and us an idea of how the project is progressing. The report, which is to be in *outline* form, should include the following as well as any additional information that you may choose to include:

- Lists of specimens with pupil-contributor's names
- Activities growing out of the broadcasts
- Field trips made, specimens collected, and studies made of them
- Special projects carried on by the pupils
- Percentage of pupils who have made specific contributions

Step 3. Log Book Size—No larger than 15 x 18 inches.

Your *Log Book* will be a detailed record of the work of the group and the studies made in conservation through the broadcasts and your *Conservation Corner*. Listed below are some requirements and some suggestions for your *Log Book*:

Title Page

Be sure that you include on the title page all the information asked for on the Entry Form; names of Trailhitters who are the keepers of the *Log Book*; the percentage of pupils who took an active part in the project; and a map locating your school in respect to the nearest village or city.

Written Material

On the pages immediately following the title page, list the names of pupils and the contributions they have made to the *Conservation Corner*, the *Log Book*, and any other activities related to the project, such as a demonstration or a talk before a group.

Include some of the written work of the pupils; let them select the best themselves. It may include a report on a field trip, an essay or theme, a short report about finding a prized specimen, a report on talks by the pupils or a visitor, or how the project has been correlated with health, social studies, etc.

Specimens

Include only specimens that illustrate the stories written by the children for the *Log Book*. Even some of these may not be advisable to include. Let the children sketch or draw illustrations of the ones which cannot be included. And don't forget that the camera is a great help. Photographs prove very effective in telling a story.

Illustrations

Do not cut up valuable printed material for illustrations. It is far more valuable to you on your library shelves. It would be better for the pupils to draw illustrations. Make use of newspapers which often have pictures as well as stories to add to your own account. Again if any one of-

the boys and girls or the teacher has a camera, why not photograph parts of your Corner or individual specimens? Take the subject to be photographed outside on a sunny day and photograph it there. Place your camera on a box or table so that you do not spoil your pictures by moving the camera.

Miscellaneous Suggestions

Remember to report in your book that you have listened to the broadcast relative to the section.

List the visitors who have viewed your *Conservation Corner*.

If you do not have room to exhibit your complete collection at one time—and few schools have the room—do as the museums in cities do, exhibit one section of it at a time. You might exhibit the ones that grow out of one or two of the broadcasts for a period. Then at the end of the year, assemble your whole *Conservation Corner* and have a community night when parents and others may come and study it.

Judging

The first step in evaluating and judging the Conservation Corners will be made through the preliminary reports, in outline form, due on February 1. *The LOG BOOK will form the major basis for judging.* Invite a member of the County Extension staff, a Smith-Hughes teacher, a forester, Conservation Warden, or a Soil Conservation Service man to your school to see your project and have him make a report guided by the form on page 38. If members of the staff of the County Superintendent's office can find time in their busy days, they may wish to make the report.

In order to complete the judging for the final broadcast on April 30, it will be necessary to have the *Log Books* in by March 31. Send them by first class mail or express to:

Mr. Arthur Jorgenson
State Conservation Department
State Office Building
Madison, Wisconsin

Remember they must be in by March 31. Mark it on your calendar now.

Awards

All schools judged to have achieved outstanding *Conservation Corners* will receive an attractive Certificate of Merit, suitable for framing. From this group the best projects will be selected to receive special awards, comparable to the ones given in previous years. Mr. Guido Rahr, former member of the Conservation Commission, whose interest and generosity in past years made the awards possible, has again set aside a fund for this project.

Further information and suggestions will be printed in the September issue of the *Wisconsin Conservation Bulletin* which all schools in the state receive. Many suggestions for Corner activities are given throughout the manual. Ranger Mac will also give suggestions in his broadcasts.

JUDGING CHECK LIST

General Information

Did the school listen regularly to the broadcasts? No -- Yes --
 Number of pupils in school ----- No. listening -----
 Interest on part of pupils Ex. ----- good ----- fair -----
 Number of trips and hikes taken -----
 Number of talks by invited outsiders -----

Conservation Corner

Number of specimens in Conservation Corner -----
 Number of pupils contributing to Corner -----
 Were specimens carefully labelled? Ex. ----- good ----- fair -----
 Were specimens correctly labelled? Ex. ----- good ----- fair -----
 Knowledge of specimens brought in Ex. ----- good ----- fair -----
 How pupils showed their knowledge
 In written compositions? No ----- yes -----
 Orally? No ----- yes -----
 How many parents visited the Corner? -----

The Log Book

Pupil-participation in LOG BOOK. Ex. ----- good ----- fair -----
 Good understanding shown in written work Ex. ----- good ----- fair -----
 Originality shown Ex. ----- good ----- fair -----
 Neatness and artistry Ex. ----- good ----- fair -----

FILMS FOR AFIELD WITH RANGER MAC

The films listed below for various programs were selected by the Bureau of Visual Instruction. Before ordering them, consult the catalogue, *Educational Motion Pictures*. The catalogue and films are available from the Bureau of Visual Instruction, 1312 W. Johnson Street, Madison 6. Get your order in early, well in advance of the date on which you wish to use the film.

When the film arrives, preview it so that you know what the film contains and can direct the children's attention to the things you wish them to learn from the film.

Program	Date					
1.	Sept. 18	<i>Daniel Boone</i> -----	Sound	18 min.	\$2.00 T	
		<i>Lewis and Clark</i> -----	Sound	17 min.	\$2.50 T	
2.	Sept. 25	<i>Growth of Flowers</i> -----	Color	Sound	10 min.	\$3.00 T
3.	Oct. 2	<i>Adventuring Pups</i> -----	Sound	8 min.	\$1.75 T	
		<i>Sandy Steps Out</i> -----	Sound	9 min.	\$1.75 T	
		<i>Seed Dispersal</i> -----	Sound	11 min.	\$1.75 T	
4.	Oct. 9	<i>Autumn on the Farm</i> -----	Color	Sound	10 min.	\$3.00 T
		<i>Seasonal Changes in Trees</i> -----	Color	Sound	11 min.	\$3.00 T
5.	Oct. 16	<i>Common Animals of the Woods</i> -----	Sound	11 min.	\$1.75 T	
		<i>Mammals of the Countryside</i> -----	Sound	10 min.	\$1.75 T	

6.	Oct. 23	<i>Adventures of Junior Raindrop</i> --	Color	Sound	10 min.	\$1.75 T
		<i>Soil Erosion</i> -----		Sound	10 min.	\$1.75 T
		<i>What Is Soil</i> -----		Sound	10 min.	\$1.75 T
7.	Oct. 30	<i>Beetles</i> -----		Sound	10 min.	\$1.75 T
		<i>Microscopic Mysteries</i> -----		Sound	11 min.	\$1.25 GI
		<i>Beneath Our Feet</i> -----		Sound	11 min.	\$1.25 GI
8.	Nov. 6	<i>Everyman's Empire</i> -----	Color	Sound	20 min.	\$1.00 GI
9.	Nov. 13	<i>Grey Owl's Little Brother</i> -----		Sound	11 min.	\$1.25 GI
10.	Nov. 20	<i>Colonial Children</i> -----		Sound	11 min.	\$1.75 T
		<i>Early Settlers of New England</i> -----		Sound	11 min.	\$1.75 T
11.	Nov. 27	<i>Earth's Rocky Crust</i> -----		Sound	11 min.	\$1.75 T
		<i>Geological Work of Ice</i> -----		Sound	11 min.	\$1.75 T
		<i>Great Lakes—How They Were Formed</i> -----	Color	Sound	11 min.	\$3.00 T
		<i>River of Ice</i> -----	Color	Sound	11 min.	\$3.00 T
13.	Dec. 11	<i>Forest and Conservation</i> -----	Color	Sound	16 min.	\$3.00 T
		<i>Tree of Life</i> -----		Sound	20 min.	\$1.00 GI
		<i>Green Frontiers</i> -----	Color	Sound	22 min.	\$1.00 T
17.	Jan. 29	<i>Winter on the Farm</i> -----	Color	Sound	11 min.	\$3.00 T
18.	Feb. 5	<i>Birds of the Woodlands</i> -----		Sound	11 min.	\$3.00 T
		<i>Songbirds of the North Woods</i> -----		Sound	10 min.	\$1.25 GI
19.	Feb. 12	<i>Pond Insects</i> -----		Sound	11 min.	\$1.75 T
20.	Feb. 19	<i>Earthworm</i> -----		Sound	20 min.	\$1.75 T
		<i>Wonders in Your Own Backyard</i> -----	Color	Sound	10 min.	\$3.00 T
21.	Feb. 26	<i>Birds of the Sea</i> -----		Sound	11 min.	\$1.25 GI
23.	Mar. 12	<i>Ants</i> -----		Sound	10 min.	\$1.75 T
		<i>Life of the Ant</i> -----		Sound	11 min.	\$1.75 T
24.	Mar. 19	<i>Robin Red Breast</i> -----		Sound	11 min.	\$1.75 T
		<i>Robin (The)</i> -----	Color	Sound	10 min.	\$3.00 T
25.	Mar. 26	<i>Wildflowers</i> -----		Silent	14 min.	\$.75 T
26.	Apr. 2	<i>Birds of the Marshland</i> -----		Sound	11 min.	\$1.75 T
		<i>Daylight in the Swamp</i> -----	Color	Sound	21 min.	\$1.00 GI
		<i>Life on the Western Marshes</i> --	Color	Sound	18 min.	\$3.75 GI
27.	Apr. 9	<i>Spring on the Farm</i> -----	Color	Sound	11 min.	\$3.00 T
28.	Apr. 16	<i>Frog (The)</i> -----		Sound	11 min.	\$1.75 T
29.	Apr. 23	<i>Bird Homes</i> -----		Silent	14 min.	\$.75 T

Mail to Wisconsin School of the Air, Radio Hall, Madison 6, Wisconsin

ENTRY FORM

CONSERVATION CORNER PROJECT

SCHOOL ----- GRADE(S) -----

P. O. ADDRESS ----- COUNTY -----

TEACHER ----- TYPE OF SCHOOL -----
 (One-room rural, state graded,
 city elem., etc.)

Number of pupils listening to *Afield with Ranger Mac* -----