There is a feeling on these island shores of time suspended; of apartness, of loneliness;/ of being in a small, self-contained and finite world, both bounded and insulated by the sea.

It is different from the mainland, and certainly a city.

Nothing here... whether the works of man or nature... exists without purpose. /C SOUND OUT/BACK IN AT 1:16

Once there were countless wild places such as this.

There was world enough then, / and more time than there is now, and places yet that no one thought to pave.

But one by one, they slipped away.

Yet here, almost as if by design, the rhythms of nature.... today so dully disregarded and even wounded in our cities.... still have their liberty. /

Journeying birds alight here, unafraid, and fly away unseen, and beneath the waves move worlds beyond imagination. /
To come here, in a sense, is to return to childhood, for the sea's edge remains the edge of the unknown; the brink of man's unconscious, and the key, perhaps, to his survival.

Each summer for the past two years, small groups of high-school students... under the auspices of the Cleveland Museum of Natural History... have come here; to a small island off the coast of Maine, in Blue Hill Bay. They have come to observe... not with the casual, sweeping eye of tourists... but with the analytical eye of scientists, at the abundant ecology of the sea-coast. During their four teen day stay, they will learn much, and take back with them to Cleveland, more than memories. They will return with an understanding and appreciation of the life-forms and creatures, both great and small, that inhabit the earth and seas, and of the delicate balance of nature that man... by acting with wisdom or stupidity... can preserve or destroy.

FADE SOUND OUT WITH PIX TO END SEGMENT A
Although the Cleveland Museum of Natural History is not among the largest of its type in the country, it is, and always has been, one of the most innovative in terms of its public information and educational programs. Ecological study trips for high-school students through the Western United States and to the East Coast of Maine are among the ways in which the museum hopes to attract more young people to future careers in the natural sciences, by instilling in them a better understanding and awareness of the total environment.

The director of the east-coast study program based at Hardwood Island Biological Station, off the coast of Maine, is Cleveland ecologist Dennis Wint.

This program was started in 1969...the original planning...and the idea was conceived by the gentleman who owns this island, and he, together with members of the Natural Science Museum staff and myself, put the program together.

We have four professional/teachers as such. I'm an ornithologist and general ecologist.

We have David Huyler, who is a marine-biologist, and who teaches at Chestnut Hill Academy in Philadelphia.

(continued)
Pat Chassey is a graduate student in botany at the University of Maine, and Pat Helwig is a geologist for the museum, and is a member of their full-time staff.

We emphasize the program for high-school students because there are plenty of opportunities for college students who are interested in natural-sciences, but for the high-school student, it's very hard to get into any kind of a program, and this gives them some real feeling as to what they can do and what can be done, and what the field is like.

We select them based upon their interest rather than school credentials. There is no enquiry as to their grades, or to what sort of academic performance they've had in the past.

We start with a discussion of the very basic ecological principles and geologic principles that would be universally found, no matter what type of an area that you went to.

The program is more or less of a survey of all the communities that are found here, and this is a fairly structured type of a thing, and each day we have a different type of community to look at.
Hardwood Island...even though it's only two-
hundred acres in size...is quite diverse.
We'll start for instance one day, and go up into
the mature forest and look at that, and then go
out here to the meadow and look at that, and then go
down to the sea-shore; all in perhaps no more than
a quarter of a mile, and it gives you a nice compar-
ison of what might be found in a relatively small
area.

We also go over to Mount Desert Island and do some
work there, because they have even a greater variety
than what we have on Hardwood Island.

We study all the various communities that might be
found in this region; not only the natural
communities, but the human community as well, because
the resources and the people are very closely
tied together.
The fishing industry...the lobstering industry...all
are dependant upon the natural resources of this area.

There are many people on the island who have a
practical knowledge of some of the things that we're
talking about.
David Smith, who is a local lobsterman, came out one evening and demonstrated how he pulls his lobster-traps and talked a little bit about the lobstering industry.

As I mentioned earlier, this is a very important economy to the region, and so the students should have a familiarity with it, and to see David actually going through the process of pulling his traps and checking them...I think it gives them a little more appreciation of what type of work is actually involved in the catching of lobster.

C SOUND, NARRATOR, CONTINUES FULL, E.T. IN B.G.

By the end of their fourteen day stay, the students will also have a keener appreciation of the naturalists work.

To these young people...reared amid the ravaged landscapes of a twentieth-century urban environment, seeing, and learning to understand what is normal in nature, is the first step in developing a new awareness.

The process of discovery...while it requires long hours of arduous work and observation...grows more rewarding as each bit of information...however small or seemingly insignificant...locks into the complex puzzle which is the total environment.

(CONTINUED)
This day's schedule will include studies of a fresh-water stream and pond...a brackish-water pond, where salt and fresh water merge to create a unique environment...and finally, a quietly mysterious inland bog, whose spongy, acid-laden soil supports little more than dwarfed trees and insectivorous plant-life. (5:23 G SOUND OUT BY ITSELF)

DENNIS WINT:
They require fairly clean water...unpolluted water. Mayflies, stone-flies, dragon-flies, Coleoptera beetles; these are all the same thing and, for instance if you went down the Cuyahoga River, you wouldn't find them.

Okay, so you have a new environment with pollution, and generally, because industrialization has been such a rapid process over evolutionary time, you
have fewer number of species that are tolerant, so you're going to get large populations of a few numbers of species, rather than small populations of many different types of species.

You have to talk about over-abundancy of something. If you have tons of black-fly larvae and you can't find much of anything else...except maybe some leeches or say clodosserans of some sorts...then you're pretty sure you have a high organic load. On the other hand...if you find a good diversity of species.....you're fine.
The water is basically pretty clean.
So here we have a well-balanced stream.

6:31 C SOUND, MUSIC, CONTINUES FULL

6:52 MUSIC OUT. C SOUND CONTINUES FULL WITH

DAVID HUYLER:
Sea-water comes in and out of here twice a day, so it's just as clean as the sea-water we have out there, and then it's mixed with the fresh coming in from the upper portion, and this is completely different habitat for organisms, and it's interesting to find out which ones you do find,
and which ones you don't find. Where you have brackish water.

7:18 C SOUND CONTINUES FULL WITH MUSIC

7:50 MUSIC OUT. C SOUND CONTINUES WITH,

DAVID HUYLER:
Okay, if some of you haven't seen, over here we have a couple interesting things gathered; a small American eel....

BOY:
We did!

GIRL:
Ohh.

BOY:
I can't find it.

GIRL:
There's an eel....

DAVID HUYLER:
....and here's something called a water-roach.
(10)

BOY:
Oh, he's nice!

8:05 C SOUND CONTINUES FULL WITH MUSIC

8:39 MUSIC OUT; C SOUND CONTINUES WITH

BOY:
Is this the killi-fish David?

side.

BOY:
Is this the killi-fish?

DAVID HUYLER:
Yeah.

BOY:
Oh... the aroma.

GIRL:
What fish?

DAVID HUYLER:
After an already physically exhausting day in the field, the students resume work on individual study-projects for which they will collect data during their two week stay on the island. The projects range from collection, identification and cataloguing of the island's insect population to the underwater tagging of starfish, in order to trace their habits and movement.

Meanwhile, staff members map out plans for the following day, including a trip to several offshore islands.
C SOUND CONTINUES FULL (DENNIS WINT)

The program of course is rigorous, so if a student wants to go sailing or wants to have a lot of fun swimming or playing tennis, then they shouldn't be here, but rather going someplace else.

There are many camps as such, that offer this type of activity, but we're not a camp. We're a biological station, and we want the emphasis on the academic performance, as opposed to the recreational.

BOY:

It's really a feeling that you want to do. You really don't think how tired you might be.

BOY:

When you get right down to it, the actual experience of being right where you can apply your knowledge is the best way I can learn. Like I can go in the library here and read about what I'm gonna do, and go out and do it. (CONTINUED)
You're up before the sun, and you go to bed when the sun goes down, and you spend every waking hour doing something constructive, just because you want to. You want to spend every possible moment you can studying this or that, or doing something that pertains to the natural life here.

Montage will continue in a moment.

SOUND OUT WITH PIX TO END SEGMENT
FADE IN CART (BIRDS SINGING) FULL

CART OUT / C SOUND (VOCAL) FULL

Morning has broken
like the first morning
Blackbird has spoken
like the first bird.

Praise for the singing
Praise for the morning
Praise for them springing

Fresh from the word.

INSTRUMENTAL BRIDGE

Mine is the sunlight
Mine is the morning
Born of the one light

Eden saw play
Praise with elation
Praise every new morning

God's re-creation
of the new day.

C SOUND (INSTRUMENTAL) CONTINUES TO END OF SONG, FOLLOWED BY SOUND OF GULLS SCREAMING, FOLLOWED BY,
DEAN MINT:

Hold up! If you get too close you'll scare them all off, and you won't be able to see them.

BOY:

Sounds like kids down at the playground.

DEAN MINT:

Herring gulls mature at two years of age, so what you see on the posts there are adults in breeding plumage. The very dark ones are this year's hatch, and those that are intermediate in color are the first-year birds.

C SOUND CONTINUES FULL WITH MUSIC

(SONG CONTINUES FULL WITH MUSIC)

LOW DISSOLVE TO B 2:21

Dissolve to A 2:32

Dissolve to B 2:42

Dissolve to A 3:03

C SOUND CONTINUES FULL WITH.

DEAN MINT:

As to why it's dying, I have no idea. Very few birds die of old-age.

There's not much chance for accidents to occur around here. At home, birds can fly into phone lines or windows or barns, but we don't have those problems here to speak of.

(SURF SOUND)

Leave him, and go in peace.

Dissolve to B 4:00

C SOUND CONTINUES FULL WITH MUSIC.

Dissolve to A 4:20

Dissolve to B 4:30

FAST DISSOLVE TO

SUPER SLIDE 4:40

SOUND FADES OUT WITH PIX

FADE TO BLACK  END, SEGMENT C
The resources of the sea is something that you hear a lot about now in the news media, and when you come to a place like this, you can very easily see exactly what they're referring to. Each tidal pool has an abundance of snails or sea-urchins or starfish or something.....

GIRL:

....and even though you're learning about them in school and you're seeing pictures and diagrams; here you're seeing them in relationship to their enviornment and all the other organisms they live in accordance with...

BOY:

....and you begin to develop worries that are real worries. You know what's endangered....what might happen. Things that I might have disturbed at home without any real thought....now I have a grasp of how important they are, no matter how small.

GIRL:

My powers of observation have really been sharpened, and things that, at home, I would have walked by or passed over and just not paid any attention to.....I really see now, and I look at them....not so much as themselves, but as how they relate to everything; that they're living with.
C SOUND CONTINUES FULL WITH NARRATION

The poet and naturalist Henry Beston has written:

"We need another and a wider and perhaps more mystical concept of these creatures.

Remote from universal nature, and living by complicated artifice, man in civilization surveys such creatures through the glass of his knowledge, and sees thereby a feather magnified and the whole image in distortion.

We patronize these creatures for their incompleteness; for their tragic fate of having taken form so far below ourselves.

They cannot be measured by man. In a world older and more complete than ours, they move finished and complete; gifted with extensions of the senses we have lost or never attained; living by voices we shall never hear.

They are not underlings: they are other nations, caught with ourselves in the net of life and time; fellow prisoners of the splendor and travail of earth.

Little pebble upon the sand
Now you're lying here in my hand
How many years have you been here

Little human upon the sand
From where I'm lying here in your hand
You to me are but a passing breeze
The sun will always shine where you stand depending in which land you may find yourself.

Now you have my blessing go your way.

C SOUND CONTINUES FULL ON MUSIC

Dissolve to A 3:14
C SOUND CONTINUES FULL ON NEW MUSIC

MATTE CREDIT SLIDES

1) A SENSE OF LIFE

2) NARRATOR, VIRGIL DOMINIC

3) WRITER-PRODUCER, JON BOYNTON/ASSOC. PRODUCER, HOWARD SCHMARTZ.

4) CINEMATOGRAPHER, DENNIS GOULDEN/EDITOR, DICK MRZENA

5) TECHNICAL DIRECTOR, RALPH SCHNEIDER/STUDIO SOUND MIXER/ED MORAVIC

6) PRODUCED IN COOPERATION WITH THE CLEVELAND MUSEUM OF NATURAL HISTORY

7) MONTAGE IS A VIDEOTAPED, PUBLIC-AFFAIRS PRESENTATION OF WKYC-TV

FADE TO BLACK 4:23 FADE SOUND OUT WITH PIX TO END SEGMENT D