

Volume 2 No. 3 Winter 2003

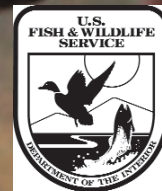


HUNTER & SHOOTING SPORTS EDUCATION

JOURNAL

The Official Publication of the International Hunter Education Association

- Our National Wildlife Refuges: Celebrating a Century of Conservation, An American Heritage
- It's Here! IHEA Internet Introduction to Hunter Education
- Classroom Incidents: It Could Never Happen in My Class



For Distribution in Canada, Mexico, and the United States of America.



CONTENTS

HUNTER & SHOOTING SPORTS EDUCATION JOURNAL

Publisher: Focus Group Inc.
Brian Thurston - John Gallaspy

Executive Editor: Dr. David M. Knotts

Assistant Editors: Steve Nelson, Susie Kiefer

Production Editor: Bob Rogers

Graphic Design & Production:
RMS, LLC Custom Publishing

International Hunter Education Association

Publications Committee:

Chair, Helen McCracken - Wyoming

Dave Paplawski - Alberta

John McKay - Nevada Regional Coordinator

Tony Burt - Oregon

Les Smith - Nevada

Dr. David M. Knotts, Ph.D. - IHEA

International Hunter Education Association

Mission Statement:

*To continue the heritage of hunting worldwide
by developing safe, responsible and
knowledgeable hunters.*

The International Hunter Education Association (IHEA) is an organization involving 65,000 administrators and volunteer instructors across North America, plus cooperators in the shooting sports industry and conservation organizations in Canada, Mexico and the United States. The IHEA is affiliated with the International Association of Fish and Wildlife Agencies, and its goals are many:

- Increase participation in safe responsible hunting;
 - Further develop the quality and delivery of hunter education;
- Enhance professional skills and standing of administrators and instructors;
- Improve the image of hunters and hunting; and
- Strengthen the leadership role of the IHEA.

The *Hunter & Shooting Sports Education Journal* is the official publication of the International Hunter Education Association. It is published three times annually (June, September, February) and distributed to more than 65,000 administrators and volunteer instructors in Canada, Mexico and the United States, that are responsible for education programs that total more than three-quarters of a million new hunters annually. The purpose of the publication is to increase the skill and effectiveness of hunter education in administrators and instructors so they can improve the enthusiasm, safety, ethics and proficiency of their students as they embark on lifetime enjoyment of hunting and the shooting sports.

The articles and stories contained herein are the opinions of the authors and not necessarily those of the IHEA, its personnel or publishers. Material contained herein cannot be copied or reproduced in any form without the express permission of the IHEA.

Send all editorial, photos, and inquiries to:

Hunter & Shooting Sports Education Journal
PO Box 490 • Wellington, CO 80549

Send all advertising materials to:

Focus Group, Inc.
1800 Westlake Ave. N., Ste. 206 • Seattle, WA 98109

**For advertising information, call
Focus Group, Inc./OMNI at (206) 281-8520.**

**Contact the IHEA for membership and
subscription information at:**

PO Box 490
3725 Cleveland Ave.
Wellington, CO 80549
Tel: (970) 568-7954 • Fax: (970) 568-7955
Email: ihea@frii.com • Web site: www.ihea.com

FEATURES

- 20 USFWS Refuges, Celebrating a Century of Conservation
- 20 Our National Wildlife Refuges: An American Inheritance
Bruce Woods
- 21 It Could Never Happen in My Class
Capt. Jeff Thielen
- 22 Elevated Stand Study
Mike Bodganowicz and Mark Duda
- 24 Electricity Doesn't Discriminate
Marc Doyon, Submitted by Joy Borsay
- 25 It's Here! The IHEA Internet Introduction to Hunter Education
Wayne Jones and Phil Seng
- 26 Peer Reviews – An Outsider's View from the Inside
Lee D. Salber

DEPARTMENTS

- 4 President's Remarks
- 6 EVP Comments
- 7 Letters to the Editor
- 8 My Turn
- 9 Ask the Expert
- 10 Bulletin Board
- 14 Bulletin Board Safety Alerts & Notices
- 15 The Hunting Incident Report
- 16 USFWS
- 18 Education Resources Review
- 27 Wild Game Recipes
- 28 The Patch Collector: Manitoba
- 29 Teaching 101: Respect
- 30 Make It/Teach It: Know Your Target



Cover photo courtesy Keith Weller, USFWS.

International Hunter Education Association

Mission Statement

*To continue the heritage of
hunting worldwide by
developing safe,
responsible, and
knowledgeable hunters*

The International Hunter Education Association is an organization involving some 65,000 volunteer instructors across the country, plus cooperators in the shooting sports industry, and conservation organizations, and the 63 State and Provincial Hunter Education Administrators in Canada, Mexico, and the United States. IHEA is affiliated with the International Association of Fish and Wildlife Agencies, and its goals are many:

- Increase participation in safe and responsible hunting;
- Further develop the quality and delivery of hunter education;
- Enhance professional skills and standing of administrators and instructors;
- Improve the image of hunters and hunting;
- Strengthen the leadership role of the IHEA.



President's Remarks

Tim Lawhern, President IHEA

Mission Accomplished

This column may well be the last opportunity I have to address the readership of the *IHEA Journal* as the president of the IHEA. First I would like to thank all of you for your individual and collective efforts to promote safe and responsible hunting. For me it has been a great honor to represent the organization. We have experienced tremendous growth and advancements and each of you should be very proud of that. Through your efforts we continue to accomplish our mission.

Hunting's future faces many challenges and there are still many battles to fight. Just keeping up with the pace of change in our society has been one of those challenges. The one constant in all of the issues we will face is people. Nothing we do can escape the people factor. What we do, how we do it, when and where we do it, and who is affected by it will play major roles in our successes. With that in mind, I'd like to share a few comments about our organization and our future.

Very dedicated people staff our IHEA office. From the EVP to the person that processes your requests, they all do a tremendous job. Our IHEA staff represents all of us and our mission by participation on the Hunting and Shooting Sports Committee of the IAFWAI. They serve on the board of CONSEP, President Bush's Natural Resources Management Committee, The Governor's/Premiers Symposium on North America's Hunting Heritage, various task forces like Recruitment and Retention of hunters. One very valuable task they perform is to listen to all of us, from the volunteer instructors to the administrator's of hunter education programs, about our issues. Since 1995 we have grown from one full time EVP to four full-time staff. Their ability to perform successfully depends on the feedback they receive from us. If you get the chance, it would be appropriate to drop them a note of thanks.

Sometimes, we in the United States, forget that the efforts of IHEA in both Canada and Mexico are equally important. The North American model of conservation is a success story for the world to hear and Hunter Education has played a significant role in that model. By sharing an equal partnership in a united mission we do our best for the future of hunting.

You know the saying... "Money makes the world go 'round.'" The IHEA must be diligent in recognizing that there are elements with money and influence that would like to make changes to hunter education to meet personal agendas rather than carry on THE agenda that we have developed through science, education, consensus, and a proven track record. We are the experts

in hunter education and know what it takes to get the job done.

Our annual conferences have grown over time and our first EVP, Ed Koziacky, even stated that our last one was one of the best he'd ever participated in. The level of participation has grown also from the volunteer instructor's to that of those who administrate the programs. This increase has not come without a price and many of our historical supporters have felt the crunch of sagging economics. To address some of this, the IHEA has developed the Instructor Rendezvous in hopes of promoting consistency and growth within the volunteer instructor corps. The IHEA is well aware that instructor training and development are essential to our future. These events are another way for us to provide outreach to our organization.

Celebrating our accomplishments, and there have been many, is also needed. Most recently the IHEA finished phase I of the Internet Introduction to Hunter Education. This program alone has broad benefits both to our students and to our hunting population. The IHEA provided peer reviews to Alaska, Massachusetts, and Maine. These are of great value by providing a professional overview of programs from people in the business of hunter education. Here's a brief list of some of the things that have been done recently: Matthews bow discount program, 1st Professional Development Course—Situational Leadership, Mandatory Hunter Education in Mexico, IHEA business tracking system developed, Free Overhead Masters downloadable and in Spanish, PIE program from Focus Group, Establishment of IHEA Canada, Supplemental Liability Insurance for US volunteers, Instructor Rendezvous, Live Fire Guidelines, creation of a National Hunting Incident Clearinghouse, and many many others.

It has been rewarding and challenging, and I would be remiss if I forgot to say thank you to all of you for this great opportunity. Your continued efforts towards our mission of educating hunters to be safe, knowledgeable and responsible are greatly appreciated.



The IHEA gratefully acknowledges
PLANO OUTDOOR PRODUCTS,
sponsors of this issue of the *Journal*.

(See page 14)

IHEA Board of Directors

President: **Tim Lawhern**
Email: lawhet@dnr.state.wi.us
Office: (608) 266-1317

President Elect: **Mac Lang**
Email: mac.lang@mail.state.ky.us
Office: (800) 858-1549 ext. 479

Secretary: **Mark Birkhauser**
Email: mbirkhauser@state.nm.us
Office: (505) 841-8888 ext. 619

Treasurer: **Joseph Huggins**
Email: jhuggins@agfc.state.ar.us
Office: (501) 223-6414

Vice President, Zone I: **Robert Paddon**
Email: rpaddon@bcwf.com
Office (800) 533-2293 X 2

Vice President, Zone II: **Helen McCracken**
Email: Helen.McCracken@wgf.state.wy.us
Office: (307) 777-4531

Vice President, Zone III: **Capt. James Bell**
Email: james_bell@mail.dnr.state.ga.us
Office: (770) 784-3068

Vice President, Zone IV: **Dr. Julio Carrera**
Email: maderas@interclan.net
Office: 011-52-841-1057-14

Instructor Board Representative, Zone I:
Bill Blackwell
Email: bblackwell@bmts.com
Office: (519) 832-5572

Instructor Board Representative, Zone II:
Christopher Tymeson
Email: christophert@wp.state.ks.us
Office: (785) 296-2281

Instructor Board Representative, Zone III:
John Sears
Email: searsjohna@johndeere.com
Office: (641) 683-2308

Instructor Board Representative, Zone IV:
Marco Antonio Gonzales
Contact Dr. Carrera

IHEA Executive Vice President:
Dr. David Knotts
Email: ihea@frii.com
Office: (970) 568-7954

IHEA Legal Counsel: **Albert Ross**
Contact IHEA



EVP Comments

Dr. David Knotts, Executive Vice President, International Hunter Education Association

One hundred years ago, in 1903, U.S. President Theodore Roosevelt had the foresight to designate Florida's Pelican Island a refuge for birds. Little did he know (or did he?), that today, as we enter the second century of the National Wildlife Refuge System (WRS), he initiated a system of over 95 million acres on 535 refuges to safeguard America's migratory birds, endangered species and other wildlife. Hunters have helped pay for this system for nearly 70 years through the purchase of migratory Bird Hunting and Conservation Stamps. Many of the refuges have provided opportunities for hunting and fishing. Under the new leadership of Director Steve Williams of the USFWS, who manages the WRS, we will begin to see many more opportunities open up for the hunter and fisherman. This issue is dedicated to recognizing the contributions of the National Wildlife Refuge System to the future of North America's wildlife and hunting. See story, page 20.

We all share the nightmare of an accidental discharge of a firearm in a hunter education course turning into a reality. Unfortunately we have had a rash of these incidents in the last 18 months. Thankfully no one has been injured, but these incidents should serve as a wake up call. Capt. Jeff Theilen, Minnesota DNR, was assigned to address the issue of classroom discharge incidents and covers the topic well on page 21. Needless to say, this is an issue that should be taken very, very seriously by all instructors. Never, ever, assume a firearm is unloaded just because another instructor brought it to class nor drop your guard for one second, in proving a firearm safe, and ALWAYS maintain muzzle control!

Another area of safety that has been evolving over the last decade involves the increasing number of elevated hunting stand incidents that are occurring with both bow and long-gun hunting. On page 22, Capt. Michael Bogdanowicz, North Carolina, and Mark Duda of Responsive Management summarize the findings of a recent study funded by the IHEA on Elevated Stand incidents.

On a less traumatic vein, Wayne Jones, NY, and Phil Seng provide us with an overview of phase I of the Hunter Education Internet Delivery System on page 25, and Eric Nuse, Vermont, provides us with an insight into Peer Reviews on page 26.

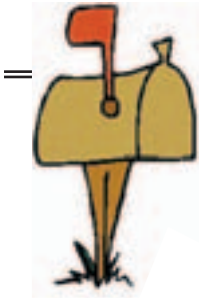
I would like to take a little space in this column to recognize IHEA staff member Susie Kiefer and her

husband Freddie. Both are active in the 4-H. Freddie is a Colorado State 4-H Shooting Sports leader and Susie assists with the county Shooting Sports teams as well as serves as county Superintendent of the 4-H Clover Buds (5-7 year olds). This is a family affair. Their son Ryan (14) has alternated for the last three years between being the state muzzeloading champ and reserve champ and daughter Collene (12) was an alternate for the state team in the same sport. Their youngest Jimmy, (7) is just starting in shooting sports and promises to follow in the footsteps of his brother and sister. By the way, Mama can outshoot all of them including Dad, so don't get too upset if your IHEA order is a day or so late! This fall, Mom and Dad Kiefer were recognized by the 4-H as the Outstanding 4-H leaders in Larimer County. This is the first time such an award has been given to a husband and wife team in Larimer County, and I am proud, as I hope you are, they our ours!

The more I work in this business, the more I am convinced that our recruitment and retention efforts should focus on the family. Read Sherry Green's comments in the "My Turn" column on page 8 and see if you agree.

You have heard the saying, "When someone hands you lemons, make lemonade!" Some people are blessed with the ability to turn a tragedy into a benefit for others. You should be as touched as I when I read Brenda Wilke's letter to the editor on page 7 where she tells of her process of creating a Foundation following the death of her brother, Thomas Fiske, age 36, as a result of a recent hunting incident. The Foundation exists in Tom's memory to encourage persons of all ages to hunt and fish in a safe enjoyable manner. The Foundation provides a limited number of lifetime hunting and fishing licenses to select hunter education graduates in Fiske's home county. There is not a more fitting memorial for a sportsman than passing it on to future generations.

Finally, I would like to commend the dedicated men and women instructors, page 10, in Mexico for sticking with what may have appeared to be impossible odds as they worked and struggled to build a strong hunter education program facing obstacles we neither understand nor experience in Canada and the U.S. Their commitment to maintaining the integrity of the program has been in the forefront of their efforts and I salute them!



Letters to the Editor

CWD, Chamber Checkers, and Knives for Pigs

Editor: Your fall 2002 issue was much appreciated for several reasons. I have been following the issue of chronic wasting disease as a wildlife ecologist and found your article timely, appropriate, and accurate. Also, as a 40-year hunter education instructor, I completely agree with the IHEA recommendation against the over-the-shoulder break-action shotgun carry. I recently saw a photo in a national hunting magazine of an African hunter carrying his double rifle that way—with the muzzle pointing directly at his local guide!

I had already heard of two of the incidents of live rounds being fired in hunter education classrooms, but not the third. All of these incidents were inexcusable, and this issue needs more attention in your magazine and by hunter education programs, in general. One incident such as this is too many, but three suggest a trend. If this continues, it will only be a matter of time until the entire program is besmirched by an injury or fatality due to this sort of instructor ineptitude. Chamber checkers are a good first step, but we need to go the extra step and require all firearms and dummy ammunition to be double checked before being introduced into a classroom situation—this double check should be done by another instructor or other qualified adult. Were actions taken to remove the certifications of these instructors? If not, hunter education programs need to have policies in place that will suspend or remove certifications for instructors displaying this degree of incompetence.

Robert Paddon's Teaching 101 article on lecture-style teaching is also very pertinent. Very few of us are good lecturers and we need to admit that. We wander off the subject, tell irrelevant stories, and fill the silence with repetitions of "okay" and "um" instead of asking for student ideas and questions. Robert described some effective ways to avoid this. Many of us use another effective tool for student participation: Divide the class into small teams and

give each team a problem to discuss and solve, then have them report their discussion and solution to the rest of the class. This works particularly well for ethical dilemma situations or shoot-incident evaluations.

I was disappointed in the Indiana Outdoor Education Officer's response to the use of knives and dogs in pig hunting. Although I find the practice distasteful (it would be an illegal game hunting method here in Oregon), the Officer's statement that if it is legal it is ethical is more of a concern. Don't we all teach and practice ethics as a personal code that goes beyond what is legal? It may be legal to shoot a bird on the water, establish our stand in front of another hunter, or take a shot that is beyond our capabilities for making a clean kill, but our ethics should cause us to act differently.

-- Warren W. Aney
Instructor, Tigard, OR

Thank you for your comments. It is always nice to know we are on the right track. In regards to your comments about the ethics of hunting pigs with a knife, the first question we have to ask in any activity is; Is it legal? From there, it becomes a question of ethics, and ethics are a personal definition. This is what makes teaching ethics so difficult. Ethics are not universal. One may not think hunting deer over bait is ethical in jurisdictions where it is legal, while to a whole community it is perfectly ethical if the culture and personal decisions of individuals involved accept this as a legitimate practice.

Need First-Aid Video

I have been teaching Hunter Safety courses since the early 60's—when it was (in cooperation with the) NRA. There has been need of a Basic First Aid-Self Help video. Our state Safety offices have said this is not available. The state of Maine produces a film, which was more for Advanced First Aid, nothing that I want to use in class. This being an International organization, this should be a priority—there should be a wilderness, off-highway, self-help video. Thanks for your help. There is a need.

-- Ron Bennett
Maine Hunter Education Instructor

A video showing short scenarios involving injuries that could occur in outdoor situations with a goal to raise the level of awareness of the importance of responsible hunters taking a valid hunter education course has been discussed for the last five years. However, there is a general consensus throughout the hunter education ranks that we have just enough time in H. Ed. to teach just enough first aid to be dangerous. Without appropriate training and certification on the part of instructors, we also run the risk of running into liability issues. IHEA is strongly recommending that instructors make a "strong case for the need and importance of a responsible hunter to take a valid Red Cross First Aid and CPR course.

Foundation Memorializes Fiske

In October of 2000, my brother Thomas Fiske, age 36, was bowhunting from a treestand when he was killed by the arrow of another hunter. This incident occurred in Vermont where both Mr. Fiske and the shooter lived. Thomas Fiske was an avid outdoorsman and felt everyone should be taught the right way to utilize our natural resources, and to respect other hunters and outdoor enthusiasts.

Several months after Tom's death, family and friends established the Tom Fiske Memorial Foundation. The Foundation is a Non-Profit Organization which was established to encourage all persons to hunt, fish and enjoy outdoor activities in a safe and responsible manner.

The Foundation raises money by holding an annual golf tournament in September and an annual bowling tournament in April. Through these tournaments, and voluntary contributions of time and materials, the Foundation works with local instructors to encourage completion of Hunter Safety courses by offering incentives to various age groups.

Over the last two years, the Foundation has awarded many lifetime hunting licenses to children age 15 and under, who have successfully completed the Hunter Safety Course. For students over the age of 15 who have successfully completed the hunter safety course, the foundation has awarded gift certi-

Continued on page 9
Winter 2003 JOURNAL 7



Hunting: A Family Sporting Tradition A Different Look at Recruitment and Retention

By Sherry Green, Owner/Managing Director
Trophyline, LLC, and Single Parent

For as long I can remember, fall days have carried a special excitement along with the cool air, changing leaves, and the simple smell of fall in the air; it also meant that it was time for weekend trips to hunting camp. It's probably a little, or perhaps a lot, odd for a little teenage girl to be so excited about her parents picking her up from school in the family's converted school bus-camper to go deer hunting. I can't explain it. But even today, the sound of that engine winding up as we rode down to camp carries with it some of my fondest childhood memories.

Every weekend of deer season was spent with my mother, father, sisters, Kerry (a cousin who was like a brother to me), and Mr. Mac (who was like a Grandfather to me), as well as a few close family friends who would meet us in camp. The bus-camper stayed ready-to-go with all of our basics including an assortment of clothing, hats, gloves, hunter orange vests, blankets, boots, a copy of the Georgia regulations which stayed on the cabinet, and several tree harnesses. My mother and father had prepared the bus filling the water tanks, checking the propane gas, filling the cabinets, refrigerator and coolers with all the goodies, checking the guns and ammo, and rechecking for everyone's hunting licenses/tags. Mr. Mac always arrived early in the afternoon so he had plenty of time to add his gear to our well prepared camper before he and my parents pulled out to pick up my

cousin, sisters and I from school.

My father and mother always took time with each of us kids teaching us the elements of safe hunting before the season opened. They were fanatical about us understanding how and



With hunting, my father and mother instilled in us family values, a sense of togetherness, and a respect for the environment that I don't believe we could have achieved otherwise.

~ ~ ~

I personally believe that we need to stay true to the sport for what it is. It's a bonding activity for men; it is as incredible a bonding activity for families and couples.

when to load our guns, how to put the safety on and take it off, when to take safety off (which was not until we saw a deer), and how to carry our equipment to and from our trees. They also taught us to respect the integrity of the woods: to blend-in walking in and out of the woods quietly, and always leaving the woods the way we found them.

With hunting, my father and mother instilled in us family values, a sense of togetherness, and a respect for

the environment that I don't believe we could have achieved otherwise. They always taught us to adhere to high standards and strong work ethics; but hunting together just seemed to bring us all together as a family.

My first year hunting with a gun is a year I'll never forget. My first experience of seeing deer out in the wild was incredible. I was sitting quietly in my tree, surveying the perimeter. I looked to the left as far as my eyes could move in their sockets before I slowly turned my head. I then began searching to the right. Sitting there quietly, two does appeared out of nowhere walking through the pine thicket, in and out of streams of sunlight cast through the trees. It was so magical. I just watched them in awe as they walked right under me by my tree and out of sight. It was amazing. When my father came to pick me up, I

told him about the two does. I described them, however, to him as one being tall and skinny and the other short and fat. I never did live that down! I still remember Mr. Mac chuckling as he repeated my story. I did manage to harvest a seven point later on in the season. It was my first deer, and being a girl did not excuse me from

the traditional initiation. Of course, my parents captured that memory in the form of a Polaroid picture.

Things have changed since I was a kid. I now have the pleasure of sharing this sport and my memories with my son and daughter, along with their grandparents (my parents), Kerry, his little boy, and my sister, nephew and niece. As a single mom, I can't tell you what a bonding experience hunting together has *Continued to next pg.*



Ask the Expert

been for my little family. Watching my son become so involved in the sport brings an indescribable peace of mind to me as I hear of mischief other teenage boys are getting into on the weekends my son is with me and/or my parents in the woods.

Having become a partner with my parents marketing an outdoor product in the past year and a half, I have done a lot of research and learned a great deal about IHEA, the state of the sport, the environment, and the critical importance of the role of hunters in conservation and environmental efforts. I have also learned of the general concern of growing this sport.

I've heard of some interesting and costly efforts being made to capture "untapped" markets such as the "female" market. This one surprised me more than anything... I'm a female hunter and would not have a particular interest in a "women-only" hunt. I would certainly never call up a girlfriend to go hunt together. I love to hunt with my parents, my son, my family, and certainly my boyfriend, if I had one. I'm more of a traditionalist in that respect, though.

The men always do the field dressing; the women prepare the meat for packaging and cook it. I personally believe that we need to stay true to the sport for what it is. It's a bonding activity for men; it is as incredible a bonding activity for families and couples.

This is only the opinion of one female hunter. But, I believe that all professionals involved in this sport should rather present the sport as a family sport. Camping together has even been cited as the common thread in at least one informal study completed on successful marriages. Perhaps we could put more energy into having hunts for families, couples, and even have safety training courses for families (maybe even in a hunt-camp environment)?

Because of the state of the sport and the diminishing values in today's youth, I believe that promoting hunting as a family sport would be good for the sport, families, kids, and, ultimately, for our nation. But, again, that's merely the opinion of one female hunter. †

Question: What are ten points that everyone should think about prior to deer hunting and going afield? --Ryan Kopseng, North Dakota

Answer: Response by Mac Lang, IHEA President Elect.
Congratulations on obtaining your Hunter Education card. You have made the right first step. You are also asking an excellent question. My father frequently says, "Plan your hunt, and hunt your plan." In other words, make a written hunt plan and follow it as best you can.

A good plan includes:

- Your name, address and telephone number
- Names, addresses and telephone numbers of your hunting party
- Departure and return dates, times and routes
- Alternative routes for inclement weather
- Description of trailers and vehicle(s): make, model, color and license number
- A map of parking, hunting and camping areas
- Radio types, channels, frequencies and call signs
- Cell phone numbers
- Any personal information necessary such as medical conditions
- Who to call if you have not returned by a certain time. Take this information with you, and leave a copy with someone you trust.

Other suggestions are:

- Get copies of hunting laws and license requirements well in advance
- Make lists of needed equipment, practice with each, and check every item as you load it into the vehicle or pack
- Take your map and compass, and know how to use it
- Learn CPR, First Aid, and take survival and first aid kits
- Make a list of clothing and personal needs (i.e. blaze orange)
- For longer trips, remember food, water and shelter
- Consider signaling, fire building and emergency shelter construction
- Learn much about the animal being hunted
- Plan methods of communication
- Know responsible hunting rules and practice them.

A recreational trip is much more than just being there. The anticipation, planning, travel, actual event, and the years of telling and embellishing stories will go with you for many years. A camera and a written journal are great items to record your experiences. What would we know of Lewis and Clark's Corps of Discovery if nobody had kept an accurate journal? May you have a lifetime of great hunting! †

Letters to the Editor, *Continued from page 7*

cates to hunting stores.

Another focus of our foundation is a mentoring program. We have been told by hunter safety instructors that many times after a student completes the hunter safety program, there are students who do not have anyone to take them hunting. This "Outdoor Mentoring Program" will be our focus for 2003. We hope to recruit volunteers to be available to take some of these children out in the woods. Several members of the foundation have made themselves available in the last two years, and we hope to expand on this program even further.

The foundation is also exploring range development for firearms and bow shooting.

It is our intent that no one else

should suffer a heartbreaking tragic loss of a loved one through a hunting incident. The key to prevention is education.

-- Brenda Wilke

I had the opportunity to speak with Brenda and it was very uplifting to hear a story where a tragic event turned into positive benefits for young hunters and the future of hunting.

We commend Brenda, her family, local volunteer instructors, and others who dedicate their time and resources in furthering the goals of the Tom Fiske Memorial Foundation.

For more information on the Foundation see: www.angelfire.com/vt2/tomfiskefoundation.



Bulletin Board

Welcome IHEA delegates to Vancouver, Canada

The agenda has been set, the hotel booked, and the IHEA Conference is set to go April 25-29, 2003. The conference is a major international event, bringing instructors and hunter education staff from all over North America to Vancouver, British Columbia, Canada.

Contact the Coast Plaza Hotel & Suites at Stanley Park at 1-800-663-1144 to make your room reservations. Tell the operator you are attending the IHEA Conference to get a special conference room rate of \$115 Canadian per



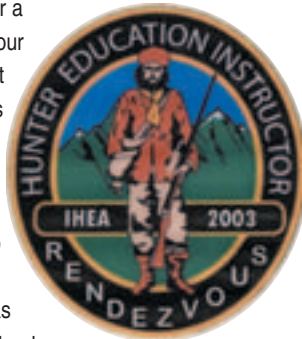
night instead of the usual rate of \$140. Plan on attending either three or five days of the conference. A five-day package is designed for administrators, and a three-day package for instructors, although instructors may also choose to attend the full five days. Registration went online in early January. For those of you who still deal with paper, call 970-568-7954 for an application form.

While no formal spousal program is planned for this conference, Lynn Coules at Ashmore Travel 604-926-5566, cellular 604-328-7047 or lynncoules@shaw.ca is organizing local trips and events.

Those wanting to exhibit or donate material at the conference can contact Robert Paddon at 604-533-2293 or rpaddon@bcwf.com. An exhibit information package is available. For conference details and program agenda, check the IHEA Website www.ihea.com. ➤

Two Instructor Rendezvous to be held in 2003

Two IHEA Instructor Rendezvous have been tentatively set for 2003. For a registration form, you may log on to our website, or contact the IHEA office at 970-568-7954. The first Rendezvous in 2003 is scheduled to be held April 11-13 in Ontario, Canada. Delaware will host the second 2003 Rendezvous May 16-18 at the Camp Arrowhead Conference Center in Lewes, Delaware. Look for details, as they become available, on our website at www.ihea.com ➤



hunter education instructors in Mexico. The workshop introduced a number of new teaching techniques and resources. Discussions were held allowing instructors the opportunity to ask questions on various aspects of the hunter education program such as: how to handle given situations like the "know it all" student, unruly or unsafe students, problems experienced teaching ethics, and wildlife conservation, as well as how much time to spend on respective topics outlined in the course.

Hunter Education is growing in Mexico. A number of states are building the infrastructure to deliver the course on a broader basis; and the Mexican Fish and Wildlife Service (MF&WS) is strongly behind the program. Dr Julio Carrera, Hunter Education Administrator for Mexico, and Dr. Roberto Clemente, Director of the MF&WS, attended the course along with many of the original cadre of volunteer instructors. ➤

Mexico Workshop

In September, IHEA EVP David Knotts and longtime IHEA Consultant Jim Smith conducted an advanced workshop for volunteer



R. Max Peterson, Executive Vice-president, International Association of Fish and Wildlife Agencies

On January 1, 1989 R. Max Peterson succeeded Jack Berryman as Executive Vice-president of the International Association of Fish and Wildlife Agencies. The IAFWA was established in 1902 and represents the state and provincial fish and wildlife agencies of the United States, Canada, and Mexico. Prior to his appointment, Peterson served for 37-1/2 years in the U.S. Forest Service, the last 7-1/2 years as chief. Upon retirement he was designated Chief Emeritus of the Forest Service by the Secretary of Agriculture.

Peterson is a native of Missouri and a graduate of the University of Missouri. He began his Forest Service career in 1949 in California. In 1958 he was awarded the Rockefeller Foundation Fellowship to the water resource and land-use planning program at Harvard University, where he obtained his master's degree in public administration.

Peterson is a Fellow of the Society of American Foresters, a member of the Wildlife Society and the

Continued on page 12



Bulletin Board

Continued from page 10

American Society of Civil Engineers, and is a Fellow in the Soil and Water Conservation Society and Chair of the Boy Scout Program Committee with the B.S.A. A little known fact, Max was also a retired Admiral from the U.S. Naval Reserve.

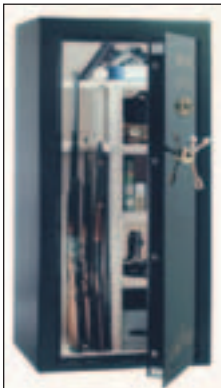
Max was a good friend to the IHEA and a strong supporter of Hunter Education. We wish him the best as he devotes his future to teaching his grandchildren about the outdoors. †

And the Winner is.....

IHEA/Fort Knox Annual Safe Auction

The IHEA would like to recognize Fort Knox Security Products for being the longest continual supporter of the IHEA. For the past 30 years, Fort Knox Security Products has generously donated a gun safe to the IHEA for auction. All proceeds from this online auction go to the IHEA Endowment. Participation is limited to active hunter education

instructors and administrators of IHEA member agencies or with individual IHEA memberships. The



The James Brothers:
Bill (left) and T.J. (right) from Fort Knox.

winning 2002 bid was \$1375, placed by Sheridan Stone. Harry 'Sheridan' Stone is a wildlife biologist for the U.S. Army at Fort Huachuca, Arizona. Sheridan has been a Hunter Education Instructor for the Arizona Game & Fish Department for the last 15 years. He leads a team in the Sierra Vista area. He is also involved in Ski Patrol and Scouting as a volunteer. He assists the Arizona Game & Fish department Environmental staff in conducting wildlife workshops. †

Knight Rifle and Henry Repeating Arms have offered to continue their respective rifle donations for the member agencies paying their 2003 Annual dues. 2003 will mark the second year that Henry



Repeating Arms has donated a rifle to each agency that is a current member of the IHEA, while Knight Rifle has continued this tradition since 1996. †



Jim Marks teaching gun safety to an eager class of young students. Photo courtesy of The Braille Monitor and the National Federation of the Blind.

Blind Instructor

The National Federation of the Blind publication *The Braille Monitor* has recently featured an article about Jim Marks, a blind Hunter Education Instructor. Marks, is featured in the article titled "Hey, Mom, the Hunter Ed Guy is Blind", November Vol. 44, No. 11 issue. He is the Director of Disability Services for Students at the University of Montana-Missoula. His story can be viewed in its entirety on the www.nfb.org website. †

13 Point deer shot by hunter turns out to be doe

Associated Press, Published Nov. 20, 2002, Willmar, MN — A Willmar man thought he had a trophy buck when he shot a deer northwest of Willmar on November 9, 2002. But when Tom Schneider flipped it over, he noticed something was amiss. In fact, it was a doe.

Schneider and his hunting companions saw that the 200-pound animal with the 13-point non-typical rack of antlers was a doe. They took pictures to document their unusual find. Chris DePerno is deer project leader for the Minnesota Department of Natural Resource's Farmland Zone of Minnesota.

DePerno indicated that does with antlers are rare, and that the deer must have suffered some hormone imbalance to cause the antler development.

It is unknown if Schneider's kill is a record for an antlered doe because there doesn't appear to be any current records on the books. Schneider will be having the head mounted. †

Flip Chart Requests

The IHEA has received a number of requests for the old Outdoor Empire Publishing (OEP) flip charts. The IHEA does not carry them, however, you may order the 8-poster quarter-folded 20" by 15-3/4" sets directly from OEP.

One set, \$13; 2-50 sets, \$10 each; for orders of 50 sets or more, contact OEP at 800-645-1566, fax: 206-695-8512, or write Outdoor Empire Publishing, P.O. Box 19000, Seattle, WA 98109. †



NRA Women on Target

Virtually all of NRA's Women On Target™ hunts sold out at a record pace in 2002, and with the 2003 schedule already in place, women can begin planning early to book the hunting excursion of their choice. Waterfowl and upland birds are on the schedule as usual, but more big game hunts have been added in response to the demand NRA has had from Women On Target™ hunters.

"Women On Target™ hunts offer challenges for experienced hunters and provide a thrilling introduction to the sport for new hunters," said Stephanie L.G. Henson, manager of NRA's Women's Programs Department. "New and experienced hunters alike can count on friendly and knowledgeable outfitters and guides, as well as the support and camaraderie of other women who enjoy the hunting and shooting tradition."

Registration forms and additional details about the 2003 hunts may be obtained by calling 800-861-1166 or visiting www.nrahq.org/shooting/women. †

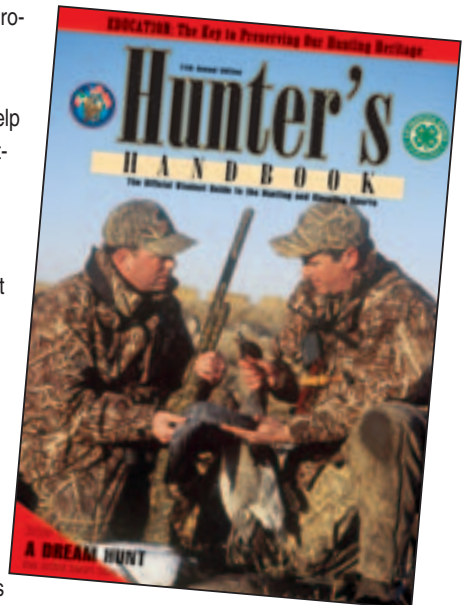
IHEA Endowment Grows Bit by Bit

The amount of the IHEA Endowment that was established in 1998 got a nice boost recently. The National Association of Sporting Goods Wholesalers sponsored a 5K Run at their recent Hunting Show and generated \$1,280 which they generously donated to the IHEA Endowment. Rebecca A. Maddy, Executive Director of the NASGW, says they anticipate increased participation with their plans to conduct a combined 5K Run/Walk in 2003. †

Support the Journal

As we enter 2003 bringing you this issue of the *Hunter and Shooting Sports Education Journal*, (formally the *Hunter Education Journal*), we hope you have benefited from its contents and learned something new to enhance your course delivery. The *Journal* is provided to each state and province, free of charge, three times a year by the IHEA. This service is made possible through grants provided by the IHEA Foundation and ad revenues generated by the *Hunters Handbook*. Some instructors elect to have the *Journal* mailed directly to their home and may do so by taking out an individual membership with the IHEA.

The Association also provides the *Hunters Handbook* which is an evolving resource to help new hunters and shooters as they enter the sport. It is important that the *Hunters Handbook* be given out to all students who participate in the hunter education program as this is a primary resource for supporting the *Journal*. We welcome your comments and suggestions as to how we can improve our publications. †



IHEA Instructor Membership Application

Please Print

Name: _____

Address _____

City _____

State _____ Zip _____

Phone: (____) _____ Fax: (____) _____

E-mail: _____

Instructor Membership Fee	\$ <u>25.00</u>
Donation to IHEA Resource Development Fund	\$ _____
Total Payment	\$ _____

Method of Payment (US funds only): Check/Money Order MasterCard Visa New Membership Renewal Membership

Card Number: _____ Expiration Date: _____

Name on Card: _____ Signature: _____


Mail to: IHEA, P.O. Box 490, Wellington, CO 80549, or call (970) 568-7954. For online application, visit www.ihea.com.



Safety Alerts & Notices

Bear Archery Recalls Compound Bows

After nearly 200 reports of breakage during use, resulting in seven cases of minor injury, Bear Archery LLC has recalled 2,250 junior-sized compound bows sold under the model names Warrior and Buckmaster/Warrior. The bows are camouflage black with

 "Warrior" or "Buckmaster" decals included in the packaging. They were sold at sporting goods stores, mass merchants, and catalogs nationwide from September 2002 through October 2002. Consumers should stop using the bows immediately and contact Bear Archery for a free replacement. For information call 800-342-4751 between 8 a.m. and 4:30 p.m. EST, Monday through Friday or visit their website at www.beargoldeneagle.com. You may also write to Bear Archery, LLC, 4600 S.W. 41st Blvd., Gainesville, FL 32608. †

CVA Safety update



In 1997, Connecticut Valley Arms, Inc. (CVA) began a recall of in-line muzzleloading rifles manufactured in 1995 and 1996. This recall was prompted because of accidents that occurred when firing these rifles. A potential for serious injury exists even if the rifle has been safely fired previously. Though over 90 percent of the rifles subject to this recall have been returned or replaced, the goal is to have all recall rifles returned.

To identify the rifle, read the serial number on the side of the barrel opposite the bolt. The only CVA rifles subject to this recall are in-line models with serial numbers ending with the last two digits of 95 or 96. No other firearm models within the CVA product line are affected by the recall.

Please do not return your in-line rifle before contacting a company representative by calling the customer service number (1-770-449-4687) between 8:30 a.m. and 4:30 p.m. EST. †

Ice Safety Correction:

Correction to the Fall 2002 *Journal* article on page 28 titled "Ice Safety for Hunters":

Pictured in this article were various levels of ice thicknesses showing what type of activity that particular thickness would accommodate. It should be noted that 5" is the correct thickness to support an ATV or snowmobile. An 8" thickness is acceptable for supporting a small car, while 10-12" is a desirable thickness for a light truck. The guidelines stated in this article were correct, however the graphics shown did not correspond correctly with the guidelines.

Editor's note: In reality, no ice should ever be considered fully safe. †

Winter Issue Sponsor

The IHEA gratefully acknowledges Plano Outdoor Products as sponsor of this issue of the *Hunter Education Journal*. The contributors to this issue will receive Plano's new, patent-pending



Universal Shell Holder for 12-20 Gauge shotshells. For additional information on this brand-new Plano product, log onto their website at: www.planomolding.com, or call: 800-226-9868. †

ATTENTION:
U.S. VOLUNTEER HUNTER EDUCATION INSTRUCTORS:
Liability Insurance is something every volunteer Hunter Education Instructor should have.

All volunteers with a current IHEA Volunteer Instructor Membership are provided with Volunteer Liability insurance up to \$1 million per occurrence. This policy provides protection for a personal injury or a property damage liability claim arising out of the performance of the registered volunteer's duties such as: accusation of misinformation given in a course, an accident during a live fire or other field exercise, and allegations of abuse or sexual harassment.

To become a member of the IHEA, simply fill out and return the Membership Application on page 19. For more information, call IHEA at 970-568-7954.

(Offer currently not available in Mexico or Canada)



Carrying Game Safely Out of the Field

By Rod Slings, Recreation Safety Programs Supervisor, Iowa DNR Law Enforcement Bureau, IHEA Hunting Incident Investigation Academy Staff

An Oregon hunter was approaching his vehicle while carrying the head of an elk he had recently killed. Another hunter saw the movement of the elk head and shot at it, hitting the victim and killing him instantly. The investigation is currently underway.

A similar case occurred in Hawaii several years ago when a bow hunter was packing out a pig with the front legs over his shoulder. Another hunter saw the movement of the pig and shot at it. The arrow penetrated the carcass and grazed the hunter in the arm. Fortunately, the wound was minor.

I investigated an incident where two lifelong friends had hunted together for 25 years. They split up on the same land to hunt turkeys. The one shot his bird and took his time working his way back to the truck. He sat down to take a break up against a tree. He had his bird lying next to him.

His buddy comes stalking his way through the timber, sees the feathers blowing on the bird, and BOOM... 13 pellets in the arm and shoulder. They no longer speak, hunt together, or associate. An orange bag would have saved an injury and a friendship.

This is important. The state of mind and what the mind's eye sees and the brain receives can be, and is, the issue. That relaxed, self-hypnotic state that we attain in the woods, combined with a choice that may only take a fraction of a second can result

in tragedy. The defense of using an orange bag, survey tape, or an additional orange vest, could be the ticket to a safe hunt. +

Editors note: See Make It Teach It activity on Pg. 30 for an excellent exercise to illustrate the point Rod makes.

LESSONS LEARNED:

Carrying a carcass or body parts of a game animal can be an invitation to disaster. In each of these cases, both the shooters and the victims share responsibility for the respective incident. Actual legal charges may vary from one jurisdiction to another.

PRECAUTIONS:

- 1. Tag the animal immediately.**
- 2. Never walk through the woods without first putting on hunter orange.**
- 3. Should you bag an animal, wrap hunter orange around it before carrying it out of the woods. Place orange surveyors tape on antlers in addition to the blaze orange covering the body.**
- 4. Never identify game by sound or movement.**
- 5. Always shout to notify an approaching hunter of your presence.**
- 6. Never assume you are the only hunter in the area.**
- 7. Assume every sound or movement is another hunter until it has been safely and positively identified.**



National Survey Offers Insights on Hunter Participation

By Otto Jose

Were you ever curious about how many people participate in hunting or wildlife recreation? Or how much a big game hunter



spends to go hunting each year. Or maybe why people are hunting less now compared to previous years. These, plus many more questions, can be answered in the 2001 National Survey of Fishing, Hunting and Wildlife-Associated Recreation.

Started in 1955, the survey, which is sponsored by the U.S. Fish and Wildlife Service is conducted every five years. It is one of the most comprehensive surveys on participation in wildlife-associated activities. The survey is financed by excise taxes hunters, anglers and boaters pay when they purchase firearms, ammunition, fishing equipment and motorboat fuels.

The objective of the survey is to gather data on anglers, hunters and wildlife-watchers, specifically, the number of participants, how often they participate, and how much they expend on their activities. Related information is also collected for analysis, comparison and contrast. Data from the survey provides an important resource for researchers, state and federal agencies, private organizations

and non-governmental agencies, helping them make informed decisions about managing wildlife, marketing products, and understanding future trends.

are hunters over 65 years of age.

These figures point to an aging hunting community and indicates there are fewer individuals out in the field. Another concern is that young

The survey revealed that 82 million Americans, ages 16 years and older, participated in wildlife-related recreation which accounted for \$108 billion in expenditures. Information is separated into the following groups: anglers, hunters and wildlife watchers.

- **Wildlife watchers - 66.1 million participants**
- **Fishing - 34.1 million participants**
- **Hunting - 13 million participants**

The final number is larger than the 82 million due to individuals participating in more than one activity. This certainly reflects the importance Americans place on enjoying their natural resources.

Hunters are categorized into four groups: big game, small game, migratory birds, and other animals.

- **Big game hunters - 10.9 million participants**
- **Small game hunters: - 5.4 million participants**
- **Migratory bird hunters - 3 million participants**
- **Other animal hunters - 1 million participants**

Declining hunters

Big game hunters have declined by three percent since the 1996 survey. Small game hunters declined by 22 percent, and those who hunt other animals declined by 31 percent. This type of information assists wildlife agencies as they update their planning documents.

More germane to hunter education instructors is the information collected on hunting participation. There are many pieces of the hunting survey that may be interesting to you and your students. To begin, the total number of hunters is 13 million, down from 14 million in the 1996 survey. The percentage of hunters in the 35 - 64 age bracket increased to 60 percent in 2001 from 58 percent in 1996. Hunters in the 16-35 age group decreased to 34 percent from 35 percent in 1996. The remaining 7 percent

hunters are not replacing older hunters who are no longer hunting. As the number of hunters decline, so will revenue generated from license fees. State agency operating budgets will be directly impacted from these declining numbers.

The overall trend demonstrates the need for wildlife agencies, conservation groups, and the hunting industry to build partnerships and develop programs to recruit and retain new hunters. Though the survey information is based on individuals 16 years old and older, there is some data on individuals ages 6 to 15 years old. While not as comprehensive, it does provide information about participation levels, number of participants by state, and an overview of the socioeconomic characteristics of the participants.

An interesting question posed in the survey was "Why did you not hunt



as much in 2001 as you would have liked?" Sixty-six percent of the respondents cited "not enough time" and "family/work obligations" as the main reasons. What was surprising were the responses of one percent or less, which included: hunting places too crowded, not enough game, not enough places to hunt/not enough access, length of hunting season too restrictive, and bag limits too restrictive.

Hunters spend big bucks

Hunters spent a hefty \$20.6 billion in 2001 participating in their passion. Travel-related expenses totaled \$5.3 billion, including food, lodging, transportation, and other associated costs. Hunters outfitting themselves spent \$10.4 billion on hunting equipment, auxiliary equipment, and specialty equipment. Another expenditure that seems to be growing is land leasing and ownership, which accounted for \$4 billion. The remaining \$1 billion was spent on licenses, membership dues, books, magazines, and contributions to conservation.

As you can see, the hunting industry and associated enterprises are important to the economy, not only in sales of merchandise, but also in providing thousands of jobs. Hunting continues to be a vitally important outdoor recreation pursuit in America.

Though the document is a national survey, hunting information specific to your state or region is available. Similar information on fishing and wildlife viewing participation can be found as well. You can access the complete survey at <http://fa.r9.fws.gov/surveys/surveys.html>. This web site also links to additional documents including state reports, previous surveys, and an overview of trends from 1980 to 1995.

Otto Jose is the Federal Aid Administrator for Region VI (Mountain-Prairie), United States Fish and Wildlife Service.

Hunting and Angling – An Economic Harvest for the United States

By Thomas Baumeister

If hunters and anglers formed a corporation, it would rank number 11 among the nation's largest companies. In the United States, 38 million sportsmen and women, age 16 and older spent more than \$70 billion in 2001 in their pursuits. This is according to a new report on the economic impacts of sportsmen and women published by the National Shooting Sports Foundation, an organization promoting the interests of the firearm and shooting sports industry, and the Congressional Sportsmen's Foundation, a group representing the interests of sportsmen to Congress.

The economic comparisons in the report show:

- **More jobs are supported by sportsmen and women nationwide than the number of people employed by Wal-Mart—the country's largest corporation.**
- **If all sportsmen and women had voted in the 2000 presidential election, they would have equaled 36 percent of the entire vote.**
- **Sportsmen and women could fill every NFL and Major League Baseball stadium as well as every NASCAR track six times over.**
- **Hunters spend as much on gear each year as Americans spend on Nike shoes and apparel.**
- **Five million more Americans fish than golf.**
- **More jobs are supported by anglers than the number of people employed by GM, Ford, and Exxon-Mobil combined.**
- **Sportfishing generates nine times more revenue than commercial fishing.**
- **Sportsmen and women contribute \$54 every second to conservation, \$3,240 every minute, \$194,400 every hour, and \$4.7 million every day, adding up to a \$1.7 billion contribution every year.**
- **Sportsmen and women's dollars make up 65 percent of all state fish and wildlife agency budgets through licenses sales and excise taxes on gear, which helps protect our natural environment and fish and wildlife for the enjoyment of all Americans.**

The report, *American Sportsmen: Take and Closer Look*, draws on data from the U. S. Fish and Wildlife Service's 2001 National Survey of Fishing, Hunting and Wildlife Associated Recreation to compare hunters and anglers impact on the economy with that of other industries.

By any measure, these statistics are impressive. Hunters and anglers are a national economic powerhouse and very big business in the U.S.A. Sportsmen and women support thousands of jobs in small businesses and communities scattered across America. They buy food, gas, outdoor gear, hunting gear, four-wheel drive vehicles, airline tickets, hotel and motel rooms, rent cars... the list goes on and on.

Next time you admire a hunter's trophy buck or an angler's catch, think also about the economic benefit to our communities large and small, as well as the contribution to conservation these sportsmen and women are making. All in all, it is a pretty impressive harvest for the country.

Thomas Baumeister is the Hunter Education Coordinator for the Montana Fish Wildlife and Parks.



A Different Means of Hunting from the Trees

Trophyline features **Green's Tree Saddle™**, a safe and innovative alternative for hunting from trees. The patented Tree Saddle™ does no damage to trees, and once properly hooked up, it's impossible to fall out. It weighs only six pounds, is worn around your waist and has a lifetime guarantee (leather version). It allows you to hunt the entire perimeter, shoot 360 degrees safely, and at any angle. It's great for women and children, too, since it's so lightweight and compact. IHEA and agency staff, and hunter safety instructors receive a 10 percent discount off the Tree Saddle™ with their I.D. number or Coordinator's name and start date.

For more information contact: Sherry Green; Trophyline, LLC; Phone: 706-692-0214 or 866-444-HUNT (866-444-4868); Fax: 706-692-4079; Email: TrophyLineUSA@alltel.net
www.TrophyLineUSA.com.



Upgraded Hunter Education Series

Silvertip Production's Hunter Education Series offers enhanced versions of their seven original hunter education videos, plus 15 short wildlife ID videos, deer and turkey vital area videos, a shooting range safety video, bullet trajectory and wildlife habitat animations, and several new shoot/don't shoot scenarios. A new game care video is also available, and all 15 wildlife ID videos now available on DVD can be purchased separately. For ordering information call toll free at 1-866-438-4336, or visit www.hunter-education-video.com.



Summit Treestands Offer Discounts on TMA-Certified Products

Summit Treestands, LLC will have discounts available in 2003 for Hunter Education Instructors on their TMA-certified products.

Log on to their website at: www.summit-stands.com for the most current information.

Inquiries may also be made by calling 256-353-0634; be sure to ask about their Special Purchase Program for Hunter Safety instructors.



Improve your Bagging and Gunning Success and Reduce Wounding Loss: A Six-Title CONSEP Educational Video Series

Title 1: The Wounding Problem; Three Causes & Three Solutions

VHS run time w/o credits: 43 min. 45 sec.

Introduces the wounding loss problem for waterfowl and upland game birds, the extent and magnitude. Illustrates three of 15 identified causes of wing-shooting-related wounding losses—poor shooting skills, poor distance estimation skills, and more than two hunters shooting simultaneously. Shows solutions to these three causes via CONSEP's Shotgunning Education Workshop and more controlled hunter behavior in the blind. Closes with summation of 15 causes and solutions to wounding, three illustrated here, more to follow in the remaining five titles of this six-title video series. This title completed as of spring 2000- and available for purchase NOW.

Title 2: Proper vs. Improper Striking

VHS run time w/o credits: 32 min. 19 sec.

Introduces bird hunters to the concept that, for clean kills and an efficient harvest, shotshell pellets must impact a bird's vital organs. Illustrates through computer anima-

tion and in-field examination the location of the vital organs of upland game birds and waterfowl. Teaches that these birds' vital organs lie in the forward part of the body. Teaches through in-field examination and necropsy of properly struck geese that birds which are rendered dead or immobile within 30 seconds receive significant pellet strikes in the forward part of the body. Shows improper and proper striking of birds in slow motion followed by X-ray/necropsy of waterfowl carcasses and computer animation of the behavior of the shot string. This title completed as of spring 2000- and available for purchase NOW.

Titles 3,4,5, & 6:

In-production and not yet available for purchase.

For pricing and information on how to order these videos, contact the IHEA at 970-568-7954 or email suppliesvcihea@frii.com.

CONSEP = Cooperative North American Shotgunning Education Program

USFWS Refuges—

CELEBRATING A
CENTURY
of CONSERVATION



Our National Wildlife Refuges: An American Inheritance

By Bruce Woods

Since the 19th century, hunters and anglers concerned about the future of wildlife have made countless contributions to conserving the nation's wildlife resources. Hunters have helped buy land for the National Wildlife Refuge System for nearly 70 years through their purchases of Migratory Bird Hunting and Conservation Stamps—also known as Federal Duck Stamps.

- More than one-half billion dollars have been collected from the sale of Duck Stamps since 1934. Ninety-eight percent of the money is deposited in the Migratory Bird Conservation Fund and used to purchase wetland habitat—some 5 million acres so far—for the National Wildlife Refuge System. As the nation's first conservationists, hunters and anglers have provided more than \$3 billion for state conservation programs through hunting and fishing equipment excise tax known as the Federal Aid in Sport Fish and Wildlife Restoration Program. With their support, the future of wildlife is secure.

- There are a total of 532 Refuges or 93 million acres of National Wildlife Refuge (NWR) system within in the U.S. (The National Park Service, NPS, manages 90 million acres.) There is at least one NWR in each of the 50 states and one within an hour drive of every major city.

The state of California has 39 NWR, Florida has 27, Louisiana has 22, and Alaska has only 16, a mere 4 percent of the total system, but 82 percent of the total acreage of the system. The Yukon delta alone is about the size of New Mexico at 20 million acres, while Kenai NWR is about the size of Connecticut with 1.97 million acres. The average cost for management of NWR system is about \$1.81 nationwide, compared to \$1.23, per acre, within the NPS.

- Wildlife Refuges are home to more than 700 species of birds, 220 species of mammals, 250 reptile and amphibian species and more than 200 species of fish. Wildlife Refuges provide habitat for more than 250 threatened or endangered plants and animals.

- Millions of migratory birds use refuges as rest stops and they fly thousands of miles south for the winter and return north for the summer.

- Ninety-eight percent of Refuges receive more than 40 million visitors each year.

- Activities include hunting and fishing on more than 300 refuges and some 3,000 waterfowl production areas. Anglers can catch a variety of fish on more than 260 NWR. Birdwatchers and wildlife photographers and general nature lovers congregate in the thousands at peak migrations to enjoy wildlife. There is probably no better place for families than some of the NWR.

“The Nation behaves well if it treats the natural resources as assets which it must turn over to the next generation increased and not impaired in value.” —*Theodore Roosevelt*

America's national wildlife refuges are a grand inheritance; a wealth that even the poorest of our people can bequeath to their children. They offer places where even the most city-bound of our citizens are free to take to the field.

All of our nation's public lands have ecological, spiritual, and economic value, but nowhere are these treasures so great, and this inheritance so rich, as in the National Wildlife Refuge System. And now, as this American legacy celebrates the centennial anniversary of its founding by President Theodore Roosevelt, it is a fitting time to reflect upon what these lands mean to us all.

Many of us treasure the chance to be alone, to walk unaccompanied, or perhaps with a select few friends, into the cathedrals of the wild. We become creatures that share the world again, fundamentally connected to the ducks and the deer, the bears and the berries. Our national wildlife refuges are a guarantee we make to our children, and to our grandchildren, that this universal tonic of wildness will be available to them, as well—that they will have places to hunt, and the opportunity to pass the skills and values of this traditional activity on to their own children.

In fact, even when viewed through the hard lens of economics, America's refuges are rich indeed. Public hunting and fishing are available, even specified, as designated uses on many of America's refuges. But in addition to the pleasure these activities offer to those who participate in them, they put millions of dollars into state and local coffers through fishing and hunting license fees and outdoor equipment sales taxes.

Add in the tourist dollars that the refuge system generates, and you have a wonder of practical wealth. America's refuges are a valuable component of the national economy, one that, with proper care, is infinitely renewable and will provide income, as well as recreation, for generations of Americans to come.

The word refuge is defined as a place protected, and sometimes as a place to flee to for comfort or safety. America's National Wildlife Refuges are all that and more. They are, quite simply, places of refuge for us all.

Bruce Woods is a Public Affairs Specialist in the U.S. Fish and Wildlife Service's Alaska Region.

“In 2003, the Fish and Wildlife Service is celebrating the National Wildlife Refuge System's centennial. The story of the refuge system is closely interwoven with America's hunting tradition and with the sportsman's code of conservation ethics. The first refuge, Pelican Island, was established by famed outdoorsman and famed president, Theodore Roosevelt, and today many refuges offer first-rate hunting opportunities. Under the Refuge Improvement Act of 1997, hunting was identified as a priority public use, and I am committed to expanding hunting opportunities throughout the refuge system.

“As the refuges take the national spotlight during the centennial celebration, it is a great opportunity for hunter educators to highlight the contributions that hunting has made to conservation, to reach out to new segments of the public, and to work with us to develop new youth programs on federal lands.”

—*Remarks by USFWS Director Steve Williams at the 2002 Annual IHEA Conference in Springfield, Missouri.*

It Could Never Happen in My Class

By Capt. Jeff Thielen,
Minnesota Enforcement Education Coordinator



Shown is a typical firearms safety class where safe firearm handling is being demonstrated. The instructors and students pictured here were not the class involved with the accident referenced in this article and were not involved in any incident involving accidental discharge.

When I read a recent account of an accidental firearm discharge by an instructor in an Oregon hunter education class, my first thought was it could never happen in Minnesota. I even planned on running the article in our instructor newsletter but I ran short of space and decided it would keep until the next one. It also crossed my mind not to run the article at all because this could never happen with a Minnesota instructor.

The morning after I made the decision not to run the article, I received a call that all coordinators dread. The instructor who called was a very competent veteran instructor who I knew well. He started the conversation with, "Jeff, you are not going to believe what happened in our class last night." As soon as those words were out of his mouth, I knew it had happened in one of my classes.

With 60,000-plus hunter education instructors across North America conducting thousands of classroom and field training sessions each year, the number of accidental discharges during training sessions is minuscule. In fact, the incidents listed in this article are the only ones we are aware of in North America. As instructors, we all know that even one incident is one too many—especially if an injury is involved.

In order to understand how an accidental discharge could happen in a classroom, we need to analyze each incident in the same manner as we analyze hunting incidents that occur in the field with our students.

Incident # 1

A 25-year veteran instructor was at the front of the class. He had just described the workings of a flintlock rifle and was going to go through the action of his 1873 45-70 Springfield, trapdoor, rifle. A different instructor had brought to class a hand loaded 45-70 cartridge with a dented primer. Three other instructors checked the cartridge and all indicated that the primer was dented and looked as though it was incapable of firing. The dented cartridge was passed around the room for the students and returned to the instructor. The instructor also checked the cartridge. He then showed the students how the cartridge was loaded into the rifle and how the action worked. He pointed the rifle at a "safe spot" in the classroom and pulled the trigger. The rifle discharged, sending a bullet through the paneling and sheetrock and into the cement wall.

Incident # 2

During a break, an instructor and most of his class went outside for some fresh air. A few students stayed in the classroom practicing with the firearms that were on display. A 12-gauge shotgun was discharged into a cement wall splashing brick and cement into the eyes of a student. It was unknown how a live round was brought into the classroom.

Incident # 3

Two junior instructors were walking students through a practice field test with dummy ammunition. Because this was a practice field test, they were on the course without a senior instructor. A student asked the junior instructor what would happen if he pulled the trigger with a dummy round in the gun. The junior instructor said "nothing" and was in the process of telling the student not to pull the trigger because it would not be safe gun handling, when the student pulled the trigger and the .22 rifle discharged into the ground.

Incident # 4

During a class about the history of firearms, an instructor used one of his personal firearms, a Kimber CDP single action semi auto .45 ACP pistol. After describing the gun's safety lever and the need to actually cock the hammer, the instructor added that this gun had an additional safety feature called a grip safety. He was holding the gun at ear level with his left hand and the muzzle was pointed at a 45-degree angle up and away from the class. He used his left ring finger to show how the grip safety depresses and then touched the trigger with his right hand to dry fire the gun. The gun discharged and the bullet broke a window near the top of the wall and penetrated the acoustic tile ceiling.

Incident # 5

A twelve-year old boy was fatally shot while running to an indoor shooting range to take his hunter education shooting test. The victim's mother had driven her son and a friend to the range. The victim and the friend got out of the car and ran toward the door of the indoor range. The victim tripped, and as he fell the muzzle of his .22 hit him in the throat. The rifle discharged, killing him.

(In researching this article, this was the only fatal incident that occurred in conjunction with a hunter education class. It happened approximately 14 years ago.)

Continued on page 22

Lessons learned

What can we learn from these incidents? What guidelines can we put in place to insure that this never happens again in a hunter education class? The first and most commonsense suggestion is that no live ammunition be allowed in any hunter education classroom. For jurisdictions and instructor groups who can afford it, another suggestion might be to allow only deactivated (no firing pin) firearms into classrooms. There are guidelines to keep your class and field days safe and incident free. Please discuss these incidents and guidelines in your instructor groups and decide if there are any ways you can improve the safety in your class.

Recommendations for Firearms and Live Ammunition in the Classroom

- The use of live ammunition, primers, powder, or other potentially harmful components is not permitted during indoor classroom training.
- Firearm actions are to be kept open at all times except during classroom demonstrations, field exercises, and live-fire activities.
- For demonstration purposes in a classroom setting, functional firearms may only be used with well-marked, inert (dummy) ammunition that has been checked by two instructors.
- All firearms are to be checked at the start of any training session and periodically throughout the training to ensure they contain no live ammunition in the chamber, magazine, or feeding path.
- Safety "Chamber Checker" flags, and trigger locks should be used whenever possible on ALL firearms used in class and during a field exercise.
- A student shall not bring live ammunition to any course event (class or field). Students must be advised of this policy at, or prior to, the first class meeting.
- Firearms used for a student firearm handling exercise must be checked by the instructor to ensure it is unloaded immediately prior to the exercise.
- Firearms in a classroom will always be pointed to a safe spot.

Live-Fire Activity

- At no time shall students handle live ammunition, primers, or powder except during a controlled live-fire activity at an approved range or other area suitable for the safe and legal discharge of firearms under close supervision of an instructor or an official shooting range officer.
- Personal firearms brought by fellow instructors or students to a range exercise must be inspected by another instructor for safety and functionality prior to being brought on to the range.
- Immediately prior to using any firearm for live-fire, the firearm shall be inspected by an instructor to ensure it is mechanically sound and safe. A bore inspection must be performed on the unloaded firearm prior to loading it.
- During range activities, instructors are required to maintain direct supervision of all students at all times.
- Immediately following the live-fire activity, all firearms should be cleared and checked by an instructor. ➔

Here are some products that may be useful in thwarting in classroom incidents:

#1 Saf-T-Round – Ejectable or non-ejectable Saf-T-Indicators available By Safe Tech Inc. For pricing information please call #888-SAFRGUN, email: safetech@safrgun.com; or log on to www.safrgun.com.

#2 Chamber Checkers – Chamber Checkers are available from JFS. For pricing information, contact Tristin at: (503) 581-3244 or write JFS, P.O. Box 1217, Salem, OR 97309.



Classroom incident correction notice:

In the Fall 2002 issue of the Journal, on page 18 under the "Special Alert" section regarding "Live round fired in classroom," it was mistakenly stated that an incident occurred in Dallas, Texas. We would like to point out that this did not occur in Dallas, Texas. The incident occurred in Dallas County, Oregon.



The first step in addressing elevated stand safety is to understand it. Reader response studies have been conducted in the past, but the validity of these studies has been called into question. This past summer, the IHEA funded a study conducted by Responsive Management, a natural resources research firm. Their goal was to determine the frequency, causes, and dynamics of elevated hunting stand falls.

The study was conducted in conjunction with North Carolina State University, the North Carolina Wildlife Resources Commission, and the Vermont Fish and Wildlife Department. Researchers conducted a telephone survey of 1,056 hunters in North Carolina and Vermont who indicated that they had used an elevated stand while hunting. It should be noted that the term "elevated hunting stand" was used in order to include tripod stands, which are elevated hunting stands that are not used in a tree. *A summary of the study includes the following:*

- In the past 10 years, seven percent of hunters who used elevated stands experienced an accident. Twenty-two percent of those involved in an accident needed some type of medical

Elevated Stand Study

Elevated stand safety is and has been a major issue for most states east of the Mississippi. Many of us agree that while elevated stand falls have increased, most hunter education programs have not properly addressed the issue. Some may differ with this view, but few would disagree that elevated stand safety is a very important issue.

By Mike Bogdanowicz
and Mark Duda

attention. Roughly half of the injured received treatment from a medical professional, the others received non-professional treatment (e.g., first aid from a fellow hunter).

- Getting in or out of the elevated stand appears to hold the most danger for hunters. Seventy-four percent of elevated stand accidents occurred while the hunter was transitioning into or out of the elevated stand. None of the accidents occurred while the hunter was shooting at game.
- Getting equipment into or out of the elevated stand is not a major contributor to falls. Most hunters get their hunting equipment into the elevated stand with a haul line (the safest method), very few carry their hunting equipment by hand while climbing into the elevated stand (the most dangerous method).
- Time of day and weather conditions do not have a strong influence on accidents. Fifty percent of accidents occurred during daylight hours, seventy percent occurred during clear weather, sixteen percent occurred in the dark, and twenty-one percent occurred during wet/rainy conditions.
- Those involved in accidents were not of unusual height or weight for men (ninety-seven percent of respondents were male). The average height was just over 5' 10" and the average weight was 201 pounds. The average age was 33 years.

Why so many accidents

The study considered whether characteristics of the elevated stand itself may have contributed to accidents. Obviously, a defective treestand can cause an accident. Many accidents could have been avoided had the hunter simply checked the stand before using it.

For example, three hunters had accidents while hunting from defective ladder elevated stands. One reported that a step broke; one reported that the brace to the tree gave way, and one reported that the attachment of the platform broke. Six other hunters had similar accidents while hunting from a defective fixed-position elevated stand. Six other hunters had accidents while hunting from a defective climbing elevated stand; the attachment of the platform broke, the foot climber broke, the safety keys came out of position, and the stand was too heavy and pulled away from the tree (faulty design). However, in most cases, the elevated stand was not defective.

Outside of defects, what characteristics of elevated stands are most associated with accidents? Most elevated stands in use at the time of an accident did not have a shooting or safety rail (70%), and most hunters (58%) did not use a fall-restraint device. This suggests that the use of a safety rail and/or a fall-restraint device would drastically reduce accidents. Indeed, one of the primary recommendations of hunter safety educators regarding elevated stands is to use a safety belt or harness. Forty-three percent of hunters involved in an accident did not read the safety instructions that came with the elevated stand.

Hunter's attitudes about elevated stand safety were also examined. Although a majority of hunters (80%) indicated they were somewhat or very concerned about elevated stand safety, most hunters (79%) thought that it was not likely they would be injured in an elevated stand accident in the next two years. More than half (52%) thought that hunters practice unsafe behaviors or methods while elevated stand hunting because they believe an accident will not happen to them.

The study indicated that carelessness (57%), poor judgment (16%), lack of familiarity with equipment (13%), lack of sleep (11%), and equipment failure (11%), were thought to be the main reasons for elevated stand accidents. This perception matches reality fairly well, as those who had actually experienced an acci-



dent said carelessness, lack of sleep, stress, inexperience, and excitement were major causes of their accidents.

Most hunters involved in an elevated stand accident felt that they did not take as many precautions as they could have to prevent the accident. When asked why, 33 percent said they just did not think about it; 21 percent said it was a hassle or took too much time.

Changing course

It does not appear that traditional hunter education courses will solve the problem of elevated stand accidents. Most hunters in the survey (63%) had completed a hunter certification course, but roughly half of those courses did not include instructions on how to use an elevated stand.

Most hunters (74%) involved in an elevated stand accident changed their habits or hunting techniques as a result. However, 25 percent did not. One hunter quit hunting altogether. Of those who changed their habits or hunting techniques, 52 percent said they simply exercise more caution while in the elevated stand, 34 percent said they now wear a fall-restraint device, and 29 percent said they now use a different type of elevated stand.

It was generally assumed that most elevated stand accidents went unreported. Not surprisingly, none of the elevated stand falls included in this study were reported to authorities. By supporting past studies which indicate that elevated stand falls go largely unreported and occur in great numbers, the IHEA study should serve as a wake-up call for hunter educators. It is time to make elevated stand safety a key element in hunter education programs.

The study also confirmed that most of the key points we currently teach to reduce elevated stand falls are right on the money, though some fine-tuning will likely be needed.

Elevated stand safety guidelines:

1. Always use a safety harness or other fall-restraint system—preferably a full body harness—whenever you hunt from an elevated stand. This includes ascending, descending and occupying your stand. Remember that most falls happen when ascending or descending, not while occupying the stand.
2. Keep your equipment in good condition. This includes stands, harnesses, and steps. Inspect it carefully before the season opens and check it regularly during the season. If your elevated stand or equipment is not safe, remove it from the tree or dispose of it. If possible, use equipment approved by the Treestand Manufacturers Association (TMA).
3. Avoid hunting from heights above 15 feet.
4. Maintain a short tether between you and the tree; allow only enough slack for you to turn to shoot.
5. Always use a haul line to raise and lower your equipment.

An Elevated Stand Task Force is developing lesson plans and supporting materials for future hunter education programs. They will also be recommending education standards for elevated stand safety.

Finally, as in most instances, research begets research. New questions will arise as the hunter education community digests the findings of this latest study. The study can be viewed on the IHEA website www.ihea.com.

Mike Bogdanowicz is Hunter Safety Coordinator for the North Carolina Wildlife Resources Commission, Mark Duda is Executive Director of Responsive Management. †

IHEA Study results compared with a *Deer and Deer Hunting* magazine survey that has been heavily referenced in the past:

- | | |
|--|---|
| <ol style="list-style-type: none">1. <i>Deer and Deer Hunting</i>: Nearly 40 percent of deer hunters will fall from their stand or tree sometime in their life.2. <i>Deer and Deer Hunting</i>: 66 percent of hunters never use a fall-restraint system while ascending or descending.3. <i>Deer and Deer Hunting</i>: 70 percent of falls occur while hunters climb or descend the tree, or enter or depart the stand; 30 percent occur while actually hunting from the stand. | <ol style="list-style-type: none">1. <i>IHEA Study</i>: In the past 10 years, seven percent of hunters using elevated stands experienced an accident.2. <i>IHEA Study</i>: 78 percent of hunters did not use a fall-restraint system while climbing into the elevated stand, and 51 percent did not use a fall-restraint system while in the stand.3. <i>IHEA Study</i>: 74 percent of all elevated stand accidents reported in the study occurred while the hunter was transitioning into or out of the elevated stand. |
|--|---|

Electricity Doesn't Discriminate

By Marc Doyon

Submitted by Joy Borsay, Rhode Island Hunter Safety Coordinator

All utility poles are bad locations for a tree stand—period. Residential utility poles are grounded and all are capable of carrying up to 13,600 volts prior to being transformed down to an output of 220 volts and greater to provide electricity for household use.

Treestands are made of steel or aluminum and both metals are good electrical conductors. Most of today's compound bows and arrows are also made of machined aluminum. Put them in contact with a power source and the result may be tragedy.

During the 2001 hunting season in Kansas, a Colorado bowhunter placed his tree stand high on what he thought was an abandoned utility pole. But all residential utility poles, with or without transformers, have a conductor-to-earth ground which runs down the pole. Self-climbing tree stands use a sharp edge to bite into the tree which can cut through the protective insulation and create a connection with the aluminum grounding conductor. Treestands that use chains to secure to the tree can do the same when tightened.

Accidentally touching the outer sheathing on one of more live high voltage power lines with the aluminum arrow shaft or bow riser creates a short-to-earth ground by way of a hunter's own body while sitting in the grounded treestand.

As frightening as the possibility of electrocution is, there are other, unseen dangers to worry about should you set your treestand close to high voltage power lines. You can tell a live high voltage line by the humming sizzle of electricity passing through it. The closer you are to a live wire, the more you expose yourself to elevated levels of radiated emissions (RE). It is hazardous to the human body to be exposed to RE levels of 200 volts per meter (VPM) and above. Some of the first reactions to exposure to elevated RE levels include cataracts and sterilization.

Here's one more thing to worry about. Hunting from a tree stand during a passing electrical storm up to five miles away puts a hunter at risk of being struck by lightning. Particularly when you are holding that aluminum bow and arrow.

This article is not meant to scare hunters out of using treestands. It's just a reminder to be safe out there—electricity poses a danger to all outdoor users.

Marc Doyon is a member of Anteon Corporation's Systems Engineering Group. †

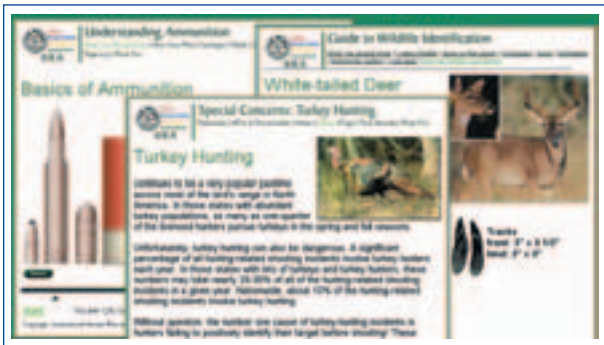


IT'S HERE! The IHEA Internet Introduction to Hunter Education

By Wayne Jones, New York Sportsman Education Administrator
and Phil Seng, Internet Delivery Project Coordinator

Click on This

We keep seeing surveys telling us over half of all Americans use the Internet. If you are among that new "wired" majority, here's something you should check out. Go to www.ihea.com and click on the IHEA Internet Introduction to Hunter Education.



Using an Independent Study Component in Hunter Education – The Nevada Experience

By Les Smith, Nevada Hunter Safety Coordinator

After five years of experience with independent study in Nevada, there is little doubt that students benefit from this new component of the hunter education curriculum.

Below is a breakdown of some of our experiences.

1. It puts the responsibility of learning on the students.
2. It relieves the agency and instructors of that responsibility.
3. It reduces in-class time.
4. It shifts the emphasis in the classroom to a more hands-on, interactive approach.
5. It provides class time to actually test student judgment, skills and abilities.
6. It frees the instructor to use more effective methods to positively impact hunter behavior.
7. Properly designed independent study can be a lot more fun for students.
8. Properly designed independent study can be more easily adapted to in-school use.
9. Studies show that there is a higher rate of retention, and information is delivered more consistently and with less chance of confusion, than with lecture-based presentations.
10. Independent study offers instructors the opportunity to pack much more information and material into their course.

If you are not familiar with the IHEA Internet Introduction to Hunter Education, and the title doesn't tip you off, the first thing that comes to mind might be the thought that somebody can get a hunter education certificate over the Internet—without ever going to a course in person. But that is not the case, and the welcome page gives you an immediate clue: "This is NOT an official hunter education course."

So what is it? In the simplest terms, the Internet has given us a new way to deliver a hunter education manual. Feedback from IHEA members over the past several months indicate that the IHEA Internet Introduction to Hunter Education is a pretty darn good manual. But it is not a book

you can easily print out. It is basically a collection of web pages with interactive quizzes that help guide a student through the lessons. The quizzes are chapter reviews—not real exams. Exams are still a part of the in-person course. But for many of today's students, this makes the course more interesting than printed manuals.

Here's how it can be used:

Browsing: People interested in hunting can quickly and easily learn a great deal about the basics.

Head Start: People about to take a hunter education course can get a head start before their official hunter education class.

Partial Credit: Over half of the states and provinces have home study options that give students partial credit for assigned independent study, before going to the hands-on hunter education course. The home study materials may be books or a CD-ROM provided by the agency, or information provided on the Internet. Some agencies have their own online material; others may use the IHEA website.

Why put a Hunter Education program on the Internet?

The objectives of the program are to:

- A. Provide a convenient way for students to complete the home study portion of a hunter education course.
- B. Greatly expand each agency's ability to provide hunter education to constituents—especially those who live in remote/rural areas and/or who have scheduling and transportation problems.
- C. Improve the effectiveness and enjoyment of the home study portion of the hunter education course. *Cont. on page 30*



PEER – An Outsider’s View from the Inside REVIEWS

By Eric Nuse

At first glance, all hunter education programs seem to have the same problems; not enough staff, not enough money, lukewarm department support, and on and on. But I have discovered after serving on four peer reviews from Alaska to Maine, that there are lots of opportunities to improve our programs and enhance our standing in the agencies, even without enough money and staff.

There is an old saying in business; “In our successes are the seeds of our destruction.” Because of hunter education we are approaching the practical lower limit of firearms related hunting injuries—a great success. But some administrators, by design or negligence, are reducing support for hunter education with the rationale that if safety is no longer a problem, why spend money on it?

A formal peer review can be of great help to your program and the hunters in your jurisdiction. Why? Because hunter education is about much more than safety, and your agency leaders need to know what a vital role it plays in order to make informed decisions about budgets and programs.

It takes courage to submit to a peer review. The review team will gain a clear picture of your program—warts and all. But they will also find your strengths and make them visible to the rest of the agency. They will identify opportunities for your program, gain the attention of department heads and supervisors, and help them see how hunter education can be part of the solution for some of their most vexing problems.

Eric Nuse is the training coordinator for the Vermont hunter education program. He has been on peer reviews in Alaska, Massachusetts, Maine, and Pennsylvania. †

Peer Review Process

A peer review consists of a group of outside experts invited by you and your chief executive/commissioner to do the following:

1. Get a clear view of where your program is at the present time based on past performance reviews, budgets, surveys, interviews, site visits, and observations. From this, strengths, weaknesses, opportunities, and threats are documented. Interviews with other agency directors and staff can turn up opportunities to help them with their pressing problems.
2. The group helps identify what your program needs, and works with you and your staff to bring your vision of the future into alignment with the agency's goals.
3. The gap between where you are and where you want to be is identified. This is where administrators from other states on the team can offer steps to close the gap.
4. During the exit interview with the agency commissioner, all of the above is documented in a written report. There is something magical about a group of outside “experts” spending a week interviewing countless staff, instructors and students, then having the undivided attention of the top administrator for several hours. Things you have been talking about for years suddenly get heard.

Timing is crucial

Timing can be important in a peer review. The year prior to writing your new five-year plan is an excellent time to be reviewed, and it actually meets a Federal Aid requirement. States with reviews in hand were in great shape for new Federal Aid Improvement Act (Section 10) monies.

When a new administrator takes over the hunter education program, a peer review can be of great benefit. Many agency “old timers” don't like change, clinging to the old adage; if it ain't broke, don't fix it. But when an outside team points out what needs fixing and offers suggestions on how to fix it, you will be amazed at how your agency leaders suddenly listen.

Your Federal Aid Hunter Education specialist will still need to review your program before your next five-year plan is submitted, but it can be accomplished in a more one-on-one, informal fashion.

How can I get my program reviewed?

The renewal of your hunter education grant (typically every five years) provides a perfect opportunity to schedule. Think about scheduling your review early in year four, so you have time to get the report back, have your agency administration review it (and hopefully accept it), and incorporate the suggestions into your next grant proposal. Follow these steps to start the process:

1. Talk to your state director about the purpose and scope of the review. You will need their approval and support to schedule time to interview other division personnel (who may not see their connection to Hunter Education).
2. Contact your U. S. Fish and Wildlife Service Hunter Education specialist in the Division of Federal Aid to coordinate the effort:
 - a. Check on funding available from your office and your regional Federal Aid office.
 - b. Plan out the logistics, timing, size of the team, travel, etc.
 - c. Invite team members with the skills and perspectives to address your problems.
 - d. Design and conduct surveys or write up draft interview questions.
 - e. Get background documents to the team and finalize details.
 - f. Select and schedule people to interview.
 - g. Host the review team.
3. Get ready for things to happen!



Wild Game Recipes

Bill Shattuck
Journal, Winter 2003

Apricot Pheasant

Ingredients:

1 pheasant breast fillet
(or 3 boned thighs) per person
Salt and pepper
Flour

2 tablespoons of butter
1/2 cup brandy or white wine
(substitute grape juice if you prefer)
Apricot Preserves

Preparation:

Pound the meat to tenderize and make an even thickness. Salt and pepper to taste. Dust meat with flour. In a non-stick fry pan, heat two tablespoons butter until it starts to brown. Add the pheasant and cook at medium heat until both sides are golden brown. Remove meat from pan and set aside. Add one-half cup brandy or white wine to the pan and stir. Next add two or three tablespoons apricot preserves. Stir until fully heated. Place the pheasant chunks on a bed of rice (or not, they are great either way) and spoon the sauce over the meat when served. This recipe also works with grouse breasts.

Recipe courtesy of Bill Shattuck, Hunter Safety Program Specialist, Pierre, South Dakota.



Catch It
•
Cook It
•
Eat It

Creamed Pheasant

Ingredients:

Bony portions of the pheasant
1 can of chicken broth
Water
Salt and pepper, other spices

Preparation:

Place bony parts of pheasant in a sauce pan. Add one can of chicken broth and enough water to cover. Season to taste. Simmer until meat flakes from the bone. Remove and discard bones. Heat broth and meat and thicken with flour or corn starch. Add milk to achieve the consistency you want. Pour over hot biscuits or bread.

Recipe courtesy of Bill Shattuck, Hunter Safety Program Specialist, Pierre, South Dakota.

Bill Shattuck
Journal, Winter 2003



Attention Hunter Education Instructors!

Do you have a favorite Wild Game Recipe?

The IHEA is putting together a Wild Game Recipe Cookbook that will be made available to the public through popular outdoor retail stores in 2004.

We are currently soliciting recipes from our Hunter Education Instructors in Canada, Mexico and the United States. If you have a favorite or unusual recipe (or recipes) that you would be willing to share in this publication, please send it (them) along with a short biography about yourself (name, state/province, number years as a Hunter Education Instructor) via email to: suppliesvcieha@frii.com; or via regular mail to: IHEA, Wild Game Recipes, P.O. Box 490, Wellington, CO 80549

Donors who contribute recipes that are chosen to be published in our Wild Game Recipes Cookbook will receive a free copy of the cookbook. Proceeds from sales will go directly into Instructor development and IHEA program resources.



Hunter Education Patch History: Kentucky

Little did Conservation Officer James Gilpin know, way back in 1944, that his first gun safety classes would lead to a very popular Kentucky program. By the following year, the Division of Game and Fish adopted his gun safety program for the state school system. In 1946, it became a part of the newly created Conservation Education Camp Program, which still continues today. Now, approximately 6,000 5th and 6th grade students participate annually at three camps across Kentucky.



Patch A

Patches B

a standard size shoulder patch were created but only approximately 100 of each were manufactured (**Patches C**). Hunter education instructors liked the new design but decided to change the background color from green to blue. In May of 2002, the design was officially adopted with the blue background and issued to all instructors and students.

The first Kentucky instructor patch was created in 1977. After the new patch was issued, someone noticed it included a misspelled word. Resources had been spelled resour-ses. Since few people seemed to notice the error, and a large number of patches had been ordered, the patch was issued until the early 1980's (**Patch D**).

The next instructor patch was similar to the first design, with the exception of a change in wording. Hunter Safety and Conservation Instructor was changed to Hunter Education Instructor. There were at least two variations of this design (**Patches E**). This design was used until May of 2002, when a new design was created to closely match the new student patch (**Patch F**).

The Commonwealth of Kentucky has 1,053 instructors certifying approximately 17,000 students annually. From October 1, 2001, to September 30, 2002, a record 437 courses were taught. That's a long way from James Gilpin's first class nearly 60 years ago!

Thanks to Mac Lang, Kentucky Hunter Education Administrator, for his help in researching the history of Kentucky's hunter education patches.

Author Jan Morris is a former IHEA Board member, avid patch collector, and Executive Officer for the Missouri Hunter Education Instructor's Association. He can be reached at JGMorris@aol.com or P.O. Box 38, Imperial, MO 63052. +



Patches C

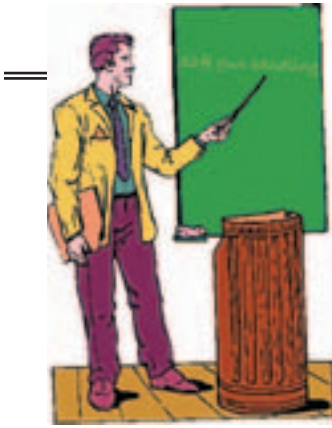


Patch D

Patches E

Prior to 1972, gold and black NRA patches were used for firearm and hunter safety classes. Although numerous patches were issued for the various topics (including gun safety) in the conservation education program, it wasn't until 1972 that the first specific hunter education patch was issued (**Patch A**). This design was used until 1989 when the wording was changed from Conservation Education to Hunter Education. There were at least 3 variations of this second issue (**Patches B**).

In 2000, instructors in Davies County asked permission to make a patch out of the new hunter education program logo. A large "back of the jacket" patch and



Respect

Several years ago, an acquaintance of mine was working backstage at a local college theater when a United States Senator came to speak to the students. As the senator was preparing to go onstage for his speech, my acquaintance overheard him say, "Let's go out and tell these (profanity deleted) what they want to hear, then they'll vote for me." Needless to say, my acquaintance was surprised to hear those words come from the mouth of a senator. No longer did that senator command, or even deserve his respect.

What is respect? According to the dictionary, respect means, "to consider worthy of high regard." Respect is a lot like Christmas gifts. It's great to receive, but better to give. The hunter education instructor cannot demand respect of his or her students if unwilling to give respect to those same students.

In hunter education, there are several areas where respect is required. First, the instructors must respect the students. Secondly, the instructors must respect each other. Thirdly, the students must respect the instructors.

Respect should be given to the curriculum, the facility hosting the course, the parents or guests present, and the overall goals of the hunter education program. Adults are usually better at giving respect in the areas listed above. Young people sometimes have not yet learned the meaning of respect. Young students may leave their litter in the classroom or trash the restrooms. This certainly does not show respect for facilities. Yet they may act totally respectful to the instructors.

How does an instructor command the respect of his or her students? One of the first ways is what I call "Presence of Authority." As soon as the class begins, the instructor should welcome the students and specify the rules of the class. The rules should include what is expected of the student, how to treat the course facilities, and how to treat other students and instructors. If everyone understands that there are expected behaviors in the course, then there should be no room for misunderstandings.

For many years as a high school teacher, I always started the first day of class with my classroom rules and policies. Students sometimes thought I was going to be a mean teacher since I emphasized my rules in detail. Weeks later, students would comment that I was not such a mean teacher after all. What they did not understand was, since my rules had been followed, there were no problems with the behavior I expected from them. They knew how to act! They had my respect, and I had earned theirs.

Students who may be respectful of their instructors may sometimes not be respectful of their fellow students. Instructors should not allow ridicule, physical abuse, verbal abuse, or any type of confrontation between students. Make sure you specify that such behaviors will not be tolerated when you make your opening comments to the class.

Remember that it is always easier to take charge of a class in the beginning than it is to get control of an unruly class later.

Respect is certainly a two-way street. However, the street must undergo reconstruction before the traffic runs smoothly. Construct the groundwork for respect and "to be held in high regard" will follow you throughout your teaching career.

Author Jan Morris is a retired high school teacher who has been teaching hunter education for 31 years. He is a former IHEA Board member. †

Instructors can show respect to their students by:

- ♦ Understanding and appreciating the individuality of each student.
- ♦ Not playing favorites among the students.
- ♦ Treating every student fairly and in a consistent manner.
- ♦ Recognizing that each student may or may not learn at the same rate.
- ♦ Acting in a manner of friendship with each student.
- ♦ Showing parents of young students that you genuinely care about the success of their child.

Instructors can earn the respect of their students by:

- ♦ Letting each student know that you are there to help them pass the course.
- ♦ Not making untrue statements that some students will know to be false or misleading.
- ♦ Not using profane or inappropriate language.
- ♦ Not making fun of, or belittling a student answering a question incorrectly.
- ♦ Being willing to work individually with students who are having difficulty with the course or testing.

Flip Charts vs. Other Media

Given recent requests for flip charts, please consider that while flip charts can be a useful resource, the IHEA encourages instructors to switch to overheads. Overheads are far more effective because they are easier to view, and when used properly, they will generate greater interaction from the students (see Teaching 101, pages 22-23, *Heads Up On Overheads*, Spring 1998 *Journal*). The IHEA has 56 Overhead Masters available for free download from the IHEA website www.ihed.com.



Know Your Target

Purpose: To emphasize correctly identifying your target.

BLUE	GREEN	YELLOW	RED
BLUE	GREEN	YELLOW	RED
BLUE	GREEN	YELLOW	RED
BLUE	GREEN	YELLOW	RED

Procedure:

1. List the names of colors in order per the example above.
2. As a group, have your students read the words out loud as the instructor points to each word in the top row. Starting with BLUE, proceed left to right through the first row. Then have the students say the color of the word, not the word, starting on the top row and randomly jumping around the chart. Move the pointer quickly; the students will invariably confuse the word and/or color.
3. Point out to your students that just as what they see and read in a classroom exercise can be deceiving, situations in the field can be equally problematic. For instance, is that a buck in the trees you are glassing, or is it a doe with the limbs from a tree making it appear to be a buck?

This exercise was submitted by a Utah Hunter Education Instructor teaching team: Leon Hadley, Lynn Taylor, and Jay Weyland. †

IHEA Internet Introduction

Continued from page 25

- Internet technology uses sights, sounds, and interactive scenarios to make lessons more interesting.
- D. Allow agencies to quickly and easily update and improve course material. Changes are instantly seen by all users, with no wasted stockpiles of outdated manuals.
 - E. Greatly reduce costs of developing quality computer-based hunter education systems by pooling resources.
 - F. Provide an introduction to hunting for people who are interested in knowing more about it, but who are not prepared to invest the time required to complete a traditional hunter education course.

The need for an Internet-based study program arose when many states and provinces approved

independent study for students. But independent study alone can not satisfy the requirements necessary to complete a hunter education course.

By 2000, when the Internet Delivery Project started, about 30 states and three Canadian provinces gave students partial credit for studying outside the classroom, in preparation for the hands-on course and testing by instructors.

Texas was the first to have an Internet delivery system in operation, although the southeastern states and the Maritime Provinces of Canada were working on similar programs. Today, any state, province, or territory can use the IHEA Internet Introduction to Hunter Education. However, instructors need to check with their agency hunter education pro-

gram administrator to see if Internet study is applicable.

An evil plot?

Most instructor objections to Internet delivery are really a mistrust of the general idea of independent study. It is natural for instructors to be skeptical of a system that can shorten the amount of time they see students in class. But while home study may look like a shortcut, it really isn't. Independent study usually involves more work and time on the part of the student, and it can actually increase the amount of time spent on hands-on exercises in class. Internet study is not as radical a change as you might think, because it still requires skilled instructors to deliver the in-person part of the course. †