

Volume 3, No. 2 Winter 2004



HUNTER & SHOOTING SPORTS EDUCATION

# JOURNAL

The Official Publication of the International Hunter Education Association



## **Hunter Recruitment and Retention**

- **Barriers to Hunting and Some Modest Proposals**
- **Who Will Buy the Last License?**
- **Why Hunting is Good Medicine**



HUNTER & SHOOTING SPORTS EDUCATION

# JOURNAL

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The Official Publication of the International Hunter Education Association

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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 70,000 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 70,000 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.

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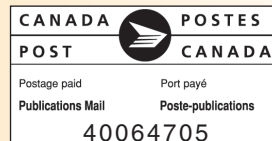
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## President's Remarks



Mac Lang, President IHEA

### The Bottom Line

**A**fter more than 25 years as a hunter education instructor, I have discovered we all have one job as wildlife representatives. It does not matter if you are a paid employee or a volunteer. Some think we need to manage the wildlife populations, and others have

compliance issues, education or leadership on their minds. These are all issues of strategic importance. The true bottom line is the need to increase revenue from our customers or user groups. A good investigative technique is to follow the money.

The intent of this issue is to take a critical look at recruitment and retention. We need to recruit and retain licensed hunters, licensed anglers, and other resource users. Most state and provincial agencies depend heavily on the license buyers for income. Some agencies receive general fund tax dollars and some do not. Federal aid excise tax dollars increase for states when sold licenses increase. Other factors such as land areas and populations tend to stay fairly constant (OK, Les Smith, Nevada is an exception).

Other funding sources include stamps, user fees, product sales and donations. Like it or not, we are a sales force to promote license sales, permit fees and donations. To make your supervisors happy, get out there and promote hunter education, bow hunter education, muzzleloader education, trapper education, Becoming an Outdoors Woman, youth hunts, Step Outside, Women in the Outdoors, Women on Target, 4-H Shooting Sports, Trailblazer weekends, scouting organizations, JAKES, Greenwings, and other shooting events.

Many department stores, sporting goods stores, and sporting shows want someone from the wildlife agency to come to the store or show to promote whatever is in season. Most of these requests are for the weekends. This identifies our opportunity. Most weekends are overscheduled with courses and events. The staff, volunteer instructors, and I constantly need to be several places at one time.

Lonnie Nelson (KY Aquatic Education Program) and I have been considering the development of a volunteer force to specifically promote recruitment and retention. These representatives could be excellent ambassadors for promoting wildlife programs in stores, shows, club meetings and other related events. They would serve as trained information specialists.

I was a volunteer hunter education instructor for five years before starting a career with the Kentucky Department of Fish and Wildlife Resources. When I retire in a few years, I intend to continue volunteering for the cause. Many of you have great ideas on promoting recruitment and retention. If you have ideas, please make your hunter education administrator or the IHEA aware of these secrets. Maintaining, improving, and growing programs depend on funding and that important bottom line.

Thanks to each of you for service to wildlife programs.

## International Hunter Education Association Mission Statement

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

**T**he International Hunter Education Association is an organization involving some 70,000 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;
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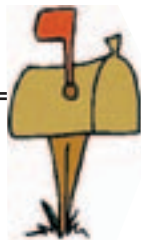
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## Letter to the Editor

### ASSAULTONWEAPON

**W**hat was your reaction to the above title? That is, before you saw the "on" in the phrase.

*If you are like most of the other Hunter Education and NRA Firearms Instructors that I have talked with, the words "assault weapon" stir up negative feelings of, at a minimum, frustration and resentment. If that is how you feel, how do you think your Hunter Education students, or even the general public, feel when they hear just the word "weapon"? I would guess that most often when the public reads or hears the word "weapon," usually from the media, it has the word "nuclear" or "assault" in front of it. How do you react to those phrases?*

*My Webster's Dictionary defines weapon as: n 1. An instrument to fight with. Additionally, my Funk & Wagnalls Dictionary defines weapon as: n 1. Any implement of war or combat.*

*Does a hunter go into the field intending to fight, combat, or wage war against the animals that he or she is hunting? The answer, except in the rare instance of a hunter being attacked by a wild animal, is obviously no. As instructors, we teach our students that hunters are out to "harvest" or "take" a deer or quail or some other animal. Does that sound like an activity where someone should be using a "weapon"?*

*The word "weapon" has a negative connotation to the public and I suggest that, whenever possible, a different word should be used in its place. Firearm, rifle, shotgun, pistol, revolver, and even hunting "implement" can all be used to replace the word weapo\_, and will better describe the instrument being discussed. I realize that for some of us who served in the military, or in law enforcement, and were taught to use a weap\_\_ in those settings, it will be difficult to stop using the word wea\_\_\_ in our courses. It may not be possible to rid our vocabulary of we\_\_\_\_ totally. Particularly when reading game laws or accident reports to our students. However, I believe that one of the most positive things that we can do as Hunter Education Instructors is promote the responsible use of firearms, and one way to do that is to eliminate the w\_\_\_\_\_ word.*

*Bill Tidwell Master Hunter Education Instructor  
Vice-President California Hunter Education Instructor Association*



Eric C. Nuse, Executive Vice President

## Divided, We Fall

The theme of this issue of the *Journal* is especially relevant at this time—recruitment and retention of hunters. Many of our member agencies are facing

spending cuts due to declining license sales; Directors are very concerned about the future of wildlife management due to increasing demands for services for non-hunting outdoor recreation and shrinking revenues; and wildlife biologists are concerned in some areas that there aren't enough hunters to control growing wildlife populations.

I recently returned from the 7th Governor's Symposium on Hunting Heritage that was dedicated to this serious question of declining hunter numbers. As I attended the sessions and participated in the discussions, I became more and more frustrated. The final session which was intended to get answers to some hard questions and point the way to solutions, ended up highlighting just how fragmented we are as a hunting community on how to keep the hunting heritage alive.

Upon reflection and some long discussions with the likes of Shane Mahoney, Bob Byrne, Joshua Winchell, and others, I have come to the conclusion that my frustration comes from trying to find the right answer for the wrong question. We have blindly assumed that reversing the decline in license sales would solve our problems with funding, political support, and wildlife management, thus assuring the future of hunting.

Increasing hunter numbers has been mutually agreed to be the answer to all our problems based on some relatively unexamined assumptions:

- Agencies need increased license sales and federal excise taxes to pay their bills
- Other outdoor users will never pay their fair share
- A hunter is only the person who pulls the trigger on game
- Only the above defined hunters will be there to support conservation and hunting financially and politically
- New hunters and inactive hunters need to be brought into the license-buying ranks for the reasons listed above

My question to you, dear reader is—Are these assumptions true?

**I have concluded that the more important question is not “How do we recruit and retain more hunters?,” but rather, “How do we build more support for hunting and conservation?”**

The articles in this issue may help shed some light on this question. Les Smith and Tony Faast's article on western hunting is a frank look at the sustainability of bank-rolling fish and wildlife agencies on the backs of hunters and fishers in light of limited access to big game tags. Lonnie Nelson looks at retention and what we as individuals can do to keep people in the field. I look at some of the barriers to hunting that we have built ourselves, including neglecting the social support needed to become a hunter and stay hunting. I also look at confusion between hunter ethics and hunter preferences and how it can hurt retention and support for hunting.

Al Stewart examines the changing demographics of people interested in hunting and how our system is not very welcoming to them. He also touches on why people hunt. I recommend a new book by Jan Dizard, *“Mortal Stakes, Hunters and Hunting in Contemporary America”* that takes an in-depth look at this topic. Randy Eaton reflects on some of the deeper, spiritual benefits to hunting and its role in human development. Mike Christenson explains how the Big Brothers/ Big Sisters program is helping to bring shooting and hunting to disadvantaged youth through their Pass It On! Program.

After reviewing these articles and thinking about the disagreements at the end of the Symposium, I have concluded that the more important question is not “How do we recruit and retain more hunters?,” but rather, “How do we build more support for hunting and conservation?” And I don't mean a big advertising media campaign. I'm talking about teaching on a broader scale many of the things we teach in our hunter education classes: safety, respect, responsibility, knowledge of wildlife and their habitats, ethics, and fair chase. Using these universal lessons to build support for conservation, good citizenship and strong character will build support for hunting and recruit quality hunters.

What if we changed our mindset from one of only training hunters to one of teaching understanding of hunting for the good it can do for society, wildlife and the environment? What if, instead of reaching 750,000 students in a hunter education program, we reached 7,500,000 in a conservation hunting program? I submit that, then, we would be ensuring the future of our hunting heritage. +

## Wal-Mart's World of Hunter Ed

By Ron Freidenberger

I, like many other people, once thought "Hunter Education" was a government-managed training program, paid for by taxes, and taught by state employees. It was viewed as a mandatory class you had to complete to be able to hunt, regardless of past firearms training or experience.

In 1998, our company, Wal-Mart, was approached for a donation to assist in funding the IHEA Headquarters operation in Wellington, Colorado. In researching the request, we found that IHEA was a non-profit organization, authorized in all 50 of the states, but was totally funded by donations and educational grants. Most of those funds were one-time gifts, and there was no secure future for the operation. We were also surprised to find that the Hunter Education classes were being taught, not only by state employees but, in fact, by some 65,000 volunteers across the United States, Canada, and Mexico.

I have four grandsons whose fathers don't hunt, and it dawned on me then that the future of hunting, as I know it, had a real chance of disappearing unless something was done quickly. The executives of our company elected to make a project out of supporting Hunter Education because, without it, our future business and the hunting heritage could be lost. It simply seemed like the right thing to do, but we needed help from the shooting sports industry and other retailers.

In 1999, with the support of many major manufacturers and retailers of hunting equipment, we banded together and held a Charity

Trap Shoot at Lin Creek, Missouri. The two-day event put \$100,000 in the treasury and immediately started a drive to make IHEA a self-sustaining cornerstone of Hunter Education. Following this success, the manufacturers and retailers formed the IHEA

in the years to come for other important projects.

The Trap Shoot was such a success that it has become an annual event held in June at the Shooting Complex in San Antonio, Texas. Every year this event grows larger and better, adding "Youth" and "Ladies" divisions in which several hundred people participate. It is the young people of today who will be the shooters of tomorrow, and they alone will carry the hunting heritage into the years to follow, but they need our help and guidance.

What does this mean to you and me? For one, I had the privilege of teaching two of my grandsons some very valuable lessons of life, as well as firearms safety, that might have never happened. I was fortunate to have a good teacher, my dad, who hunted and fished most of his life, sharing with me his knowledge and outdoor skills.

Without the state-mandated programs, the Foundation funding, and the great volunteer instructors, our hunting future would look very bleak. Thanks to the National Shooting Sports Foundation (NSSF), we have received matching grant funds to support our educational efforts. One day soon, IHEA will stand alone, financially able to carry on the great works that will assure the "Heritage of Hunting" for years and generations to come.

*The International Hunter Education Association is proud to have Ron Freidenberger as an IHEA Foundation Board member. Ron, Operations Coordinator for Wal-Mart, is also a volunteer Hunter Education Instructor.*



*Ron instructs a young shooter.*

**With the Foundation funding efforts, instructors will receive more and better training aids in the future... With this support, states can make better use of their limited funds in the years to come for other important projects.**

Foundation Board, dedicated to finding and developing funds to help continue the day-to-day operations.

In order to understand the instructor's role and challenges, I became a certified Instructor for Arkansas Game and Fish, and from the view of our great volunteers, saw the real world of teaching from the ground floor. Never has there been such a dedicated group of people, to take young and old, male and female from all walks of life and teach them hunting skills and firearm safety.

With the Foundation funding efforts, instructors will receive more and better training aids in the future. The Foundation is supporting an Internet training program to reach out and train more and more young people. With this support, states can make better use of their limited funds

# What is FAIR in FAIR CHASE?

By Thomas Baumeister

Montana Fish, Wildlife & Parks Hunter Education Coordinator

Fair chase has been at the heart of modern sport hunting for more than a century, yet it remains elusive—both as a concept and a practice.

A hundred years ago, the Boone and Crockett Club, one of America's premier hunting and conservation organizations and keeper of the original fair chase creed, defined fair chase as "the ethical, sportsmanlike, and lawful pursuit and taking of any free-ranging wild, native North American big game animal in a manner that does not give the hunter an improper advantage over such animals."

But while we may be able to define "lawful," what is "ethical" or "sportsmanlike"? What might be an "improper" advantage—or for that matter, what is a "proper" advantage?

Most of us can answer these questions when it comes to flagrant

violations—hunting from a helicopter, hunting with spotlights at night, or hunting an animal over bait. But what about those fuzzy areas—using an ATV to cover vast territories in search of antelope, or using a high performance rifle capable of killing an elk at 1,000 yards or more?

How we answer these questions

has a profound impact on the hunting experience itself, and on the future of hunting. Without an ethic of fair chase, sport hunting may be endan-

gered.

By definition, hunting is the pursuit of a wild animal with the intent to capture or kill. Pursuit, the actual chase, precedes the kill; without it, hunting is merely killing. The chase, then, authenticates the hunt and, in turn, the kill puts an end to the chase.

Understood this way, hunting, particularly sport hunting, is about how we, as hunters, engage in the activity—the chase—leading up to the kill. Without restrictions on how we pursue game, the "hunt" loses mean-

ing, ceases to exist. So the question remains, what is a fair chase?

Jim Posewitz, a leading authority on hunting ethics and author of the book *Beyond Fair Chase*, describes fair chase as "a balance that allows hunters to occasionally succeed while animals generally avoid being taken."

In this view, the kill is the excep-

tion and escape is the rule. Simply put, a chase is fair if the animal has a reasonable chance of escaping the pursuit unharmed. If the animal has

little or no chance, the chase is not fair. Fair chase demands a balance of power between hunter and hunted: The hunter's ability to track, pursue, and acquire an animal must not be greater than the animal's abilities to elude capture or death.

Fair chase is, ultimately, an expression of the desire to limit the discretionary power of the hunter so that sport hunting will remain enjoyable, challenging, and true to its original character.

For the modern sport hunter with all the advantages of modern technology at his or her disposal, a fair chase ethic imposes a voluntary limitation on the means the hunter may employ to achieve an end.

Fair chase is not about the fairness of the kill (the end) but about the fairness of the chase (the means). In fair chase hunting, not only do the means justify the end, but the means are the end: The chase is the hunt. And a fair chase hunter earns the privilege to take an animal's life by mastering the skills of the hunt. †

**A fair chase ethic imposes a voluntary limitation on the means the hunter may employ to achieve an end.**

**Pursuit, the actual chase, precedes the kill; without it, hunting is merely killing. The chase, then, authenticates the hunt, and, in turn, the kill puts an end to the chase.**

# Damascus and Twist Steel Barreled Shotguns... They Are No Bargains

By Pete Lester

Hunter Education Coordinator, New Hampshire Fish & Game Dept.

As I read various articles in magazines and on-line boards, it seems that, due to the escalating prices of side-by-side shotguns, there is more interest in the idea of shooting Damascus and twist steel barreled shotguns. Many of the old shotguns with this type of barrel can be found for very reasonable prices, and many of these guns have amazingly beautiful wood and engraving.

Many first time buyers and those on a budget are asking the question, "Are they safe to shoot?" Contributing to this trend, in my opinion, was a test conducted a couple of years ago where

a Damascus barrel Parker Bros. shotgun was shot with increasingly higher pressure loads to find out at what point it would burst. If I recall correctly, the barrels burst when pressures went upwards of 30,000 psi. This is nearly three times the pressure limit approved by the Sporting Arms and Ammunition Manufactures Institute (SAAMI). Well, that's what it took to burst the barrels on that gun, what it will take to do that to another gun is anybody's guess.

A gunsmith friend of mine explained to me that it is not the Damascus or twist steel design that makes the guns inherently unsafe to

shoot with modern shells, it is the affect of time, and most of these guns are 80 to 100-plus years old. Not visible to the naked eye, between the rolled bands of steel is solder, and it is in this area the barrel can rust internally (remember many of these old guns were shot with blackpowder loads which are very corrosive). The rust may not be visible, but if it is present, it creates weak spots where the barrels may be subject to bursting under the pressure of even black powder loads.

Please remind students that shooting of Damascus and twist steel barreled shotguns should only be left to the experts and those who want to stay in the two-eye, ten-finger club. Enjoy the beauty of these guns on the wall and not in the field. †

# Big Brothers Big Sisters, Pass It On!® – Outdoor Mentoring

By Mike Christensen

The Pass It On program is designed to match "Littles" with an interest in the outdoors with mentors who are willing to share their love for the outdoors.

Big Brothers Big Sisters (BBBS) has thousands of Littles across the country who are waiting for a Big Brother or Big Sister. BBBS has a goal of serving one million kids by the year 2010, a four-fold increase over the number of kids served in 2002. This ambitious goal can only be reached by recruiting more men and women to volunteer to become a Big Brother or Big Sister.

Our surveys have shown that a majority of these Littles have expressed an interest in learning more about hunting, fishing, shooting

sports, hiking, canoeing and other outdoor activities. But without a caring mentor to help them learn and to accompany them, most will never experience the joy of an early morning



sunrise from a duck blind, or thrill to the flush of a rooster pheasant or covey of quail, or the excitement that comes when that big bass hits the lure. This represents a significant portion of our population that will not

have the opportunity to hunt or fish as they mature.

The program began in the spring of 2000 when Steve Williams, former Secretary of Kansas Department of Wildlife and Parks (KDWP), asked BBBS of Sedgwick County (KS) to become involved with the KDWP hunter recruitment program. Williams recognized that mentoring was a necessary component in hunter recruitment and that BBBS knew mentoring better than any other organization in the country. The program has grown with help from the National Shooting Sports Foundation and the Rocky Mountain Elk Foundation, both of which have contributed financially to enable the pilot program to expand across Kansas and to begin pilot programs in Pennsylvania and Texas.

One of the key factors to the suc-

cess of the program in Kansas has been the outstanding support provided by the Hunter Education organizations offering special classes for BBBS Bigs and Littles and assisting with “training hunts” where new hunter education graduates are given “in-the-field” experience with dogs and birds.

Ed Augustine in Junction City and Mike Knotts in Wichita, along with a host of other hunter education instructors in Kansas, have been

instrumental in helping the program grow and succeed.

As the program expands to other states, we will need more Hunter Education instructors to step forward and assist with the program. In addition to hosting special hunter education classes for BBBS participants, volunteers are needed to step forward and become Big Brothers and Big Sisters, taking a Little to hunt and fish. Most importantly, we need vol-

unteers to teach the Littles the importance of our natural resources and how we as hunters and fishers have led the conservation efforts in this country. Another important outcome of the mentoring is to insure the continuation of our sport for generations to come. †

*Mike Christensen is Director of Outdoor Mentoring Projects, Kansas Big Brothers Big Sisters-Wichita, KS <http://www.ksbbbs.org>*

## On Target: Developing Youth Shooting Sports Programs

By Douglas L. Steele, Colorado State 4-H Program Leader,  
National 4-H Shooting Sports Program Committee Chair

In recent years many shooting sports organizations have seen an increase in growth of the number of youth participating in the various disciplines offered. When youth were asked on state surveys why they chose to be active in shooting sports, the top three responses were: Interest in hunting or wildlife, to shoot competitively, and to learn about firearm safety. In most areas the interest of youth who want to be involved in shooting sports is high, but the opportunities are few. One of the biggest limiting factors is the lack of knowledgeable and trained adults who are willing to focus on developing youth shooting sports programs and investing their time to work with young people.

Previous research has indicated that every qualified adult that is willing to work with youth translates into 10 more kids having the opportunity to participate in an organized setting. Therefore, the limiting factor for youth participating in shooting sports is not the lack of interest, but the lack of adults who can give leadership and guidance to youth programs.

Two areas that must be recognized and emphasized in order to create or maintain a youth shooting sports program is the recruitment and retention of adult volunteer leaders.

Potential volunteers should be recruited based on their knowledge of the shooting disciplines, their willingness to attend trainings to increase their skills, and their desire to work with youth. Recruitment should take place within adult shooting organizations, by adults who currently have children in the various shooting sports programs, and by adults who have had a positive experience with shooting sports. Adults are willing to volunteer their time to a worthy cause if they clearly know what the need is and are asked to help.

Retention of adult leaders can be more difficult. A state study conducted by the University of Minnesota showed that 74 percent of the male leaders in the shooting sports program volun-

teered because their kids were enrolled. The positive aspect is that these are potential volunteers who should be asked to serve. The negative is that once their kids leave the program, the potential of losing a

leader is extremely high. This can be minimized by being sure that they are being recognized for the invaluable service they provide to the program and discussing alternative roles of service that might not take up as much of their personal time.

It is important to remember that in almost all volunteer organizations there are three main reasons that people want to be involved: Affiliation with the group or its cause, the ability to accomplish personal goals or increase skills, and to be in a position to influence change or give program directions. All of these “motivation” factors can be used to retain adult volunteers.

The continued development of youth shooting sports organizations is essential to the future of growth, appreciation and understanding of shooting sports in the United States. Youth organizations that focus on



For more information on the 4-H Shooting Sports Activities, contact your State Extension Office or your State 4-H Shooting Sports Coordinator. A master list of these contacts can be found online at:  
<http://www.4-hshootingsports.org/index.asp?wplD=stateContacts>

developing life skills (such as confidence and self-esteem), provide a safe learning environment, and support the positive interaction between qualified adults and youth, are a credit to the shooting sports industry and ensure its continued prosperity. †

## Hunters are Mainstay of Provincial Wildlife Management Programs

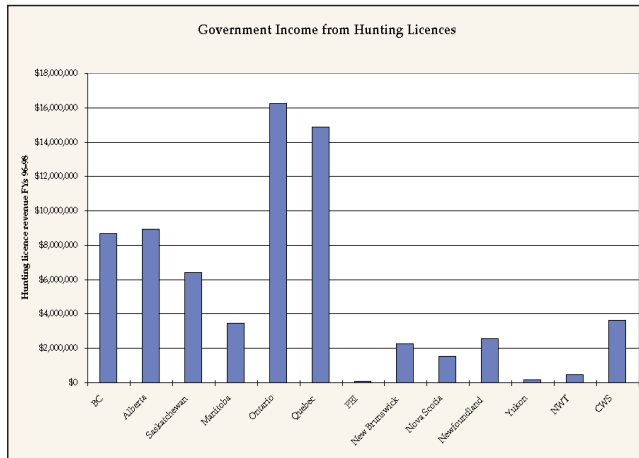
**A study of Canadian hunting license fees compiled by Professor Gary Mauser shows that hunters in Canada pay to the government, on average, almost \$70 million per year in hunting licenses and fees. This equates to what the provinces spend to manage their wildlife populations.**

By Gary Mauser

This is the first time a study has collected hunting license revenue information from all provinces and territories in Canada. "Over the past year, I have contacted all provinces and territories and researched how much they had collected in hunting licenses and

percent of the cost of the provincial wildlife management programs in BC. In 98/99, due to years of government cutbacks, revenue from hunting license fees was more than 110 percent of BC's wildlife management programs. In contrast, in Manitoba, hunting license revenue made up approximately 80 percent of the provincial budget for wildlife management in 98/99.

wildlife research. Resident hunters spend another \$1.5 billion on trips to view wildlife outside of hunting season and in contributions to habitat restoration. Since Canadian residents spend around \$5.6 billion on wildlife-related activities, the total contribution of hunters is about half of the total amount that Canadians spend each year on wildlife.



fees for fiscal years 1996/97 and 1997/98. Most provinces and territories were very helpful, although a few were slow to respond," stated Mauser.

Table 1 compares the Canadian provinces' and territories' annual revenue from hunting licenses and fees. Because annual variations are so large, this sum has been averaged for 1996/97 and 1997/98.

For most of this century, hunters in Canada have funded provincial wildlife management programs. The proportion of the provincial budget covered by hunting licenses varies, of course, from province to province, and from year to year. In 1989/90, hunting license fees constituted about 90

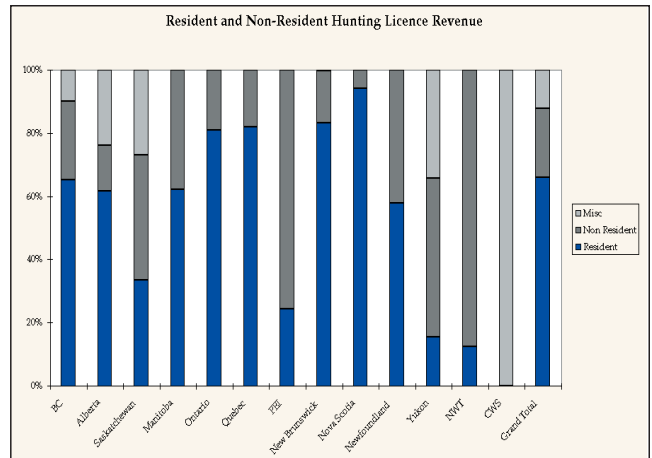
percent of the cost of the provincial wildlife management programs in BC. In 98/99, due to years of government cutbacks, revenue from hunting license fees was more than 110 percent of BC's wildlife management programs. In contrast, in Manitoba, hunting license revenue made up approximately 80 percent of the provincial budget for wildlife management in 98/99.

does not end with the fees they pay for their hunting licenses. Expenditures on hunting trips inject badly needed cash into the Canadian economy and particularly into the economy of small rural communities. The Canadian Wildlife Service reports that Canadian resident hunters spend \$1.2 billion annually on hunting trips.

In addition, and possibly most importantly, Canadian hunters and anglers volunteer their time and donate their own money to conserve vital wildlife habitat, to raise and release salmon and other fish species into our rivers, and to conduct vital

The contribution of Canadian hunters to wildlife

While government has continually cut back on programs and services, hunters and anglers continue to pick up the slack. †



At the time this article was written, Professor Mauser was the Vice President of the BC Wildlife Federation. He is currently a member of the Board of Directors of the BCWF. The BC Wildlife Federation is the largest and longest standing province-wide voluntary conservation organization in British Columbia and is the voice of over 500,000 hunters and fishermen in the province.

For more information, contact Professor Gary Mauser, Faculty of Business Administration, Simon Fraser University, Burnaby BC, Canada, V5A 1S6.

## Attention Instructors!

Help the *Journal* staff learn more about you and your thoughts about the *Hunter & Shooting Sports Education Journal*. Our goal is to provide you with a publication that meets your training and educational needs and we want to make sure we are doing our job.

Please take a few minutes and log-on to <http://www.ihea.com/IHEAJournal> and fill out the questionnaire. The first 100 people to complete the survey and provide an email address will be eligible to win a quality pair of Bushnell Binoculars. Thanks in advance!

*The URL is case sensitive. Responders will only be eligible for the prize if they submit an email address. Multiple entries from the same computer will override the first survey submitted from that computer. Your email address will NOT be used for marketing purposes, sold, or given to anyone. We respect your privacy. We will use the information gathered from the survey to improve the content of the Hunter Education Journal.* +

## IHEA Endowment Grows a Bit More



The amount of the IHEA Endowment that was established in 1998 got another nice boost recently. The National Association of Sporting Goods Wholesalers sponsored a 5K Run/Walk conducted at their annual Hunting Show held in Phoenix, Arizona. There were 35 runners and ten walkers who participated in the event, and many individuals contributed additional funds that generated \$2,780. This is the second year in a row that NASGW has generously donated the funds from this event to the IHEA Endowment. Rebecca Maddy, Executive Director of the NASGW, reported that Todd Seyfert with Michaels of Oregon Co., chairman of this event, has promised an even larger event in 2004. The IHEA is also proud to recognize Todd Seyfert as the newest member of our Foundation Board! +

## 2004 IHEA Conference to be Held in San Diego

The 2004 International Hunter Education Association Annual Conference will be held in San Diego, California, May 22-26, at the Town and Country Resort and Conference Center in the heart of San Diego, minutes from Old Town, beaches, shopping, and family attractions such as Sea World, a Wild Animal Park, and the world-famous San Diego Zoo. Walk on the beaches, enjoy the local flavor, and take advantage of bartering for souvenirs in Mexico, just minutes away from San Diego. For information as it becomes available, please visit the IHEA website at [www.ihea.com](http://www.ihea.com). +



## 2004 Instructor Rendezvous

Instructors! Be sure to look for an IHEA Instructor Rendezvous near your neck of the woods in 2004! We currently have three Rendezvous planned for the following locations in 2004: Minnesota, North Carolina, and Wisconsin.

The Minnesota Rendezvous will be held at the Camp Ripley Military Training Camp in Little Falls, MN. Registration will begin on Friday, April 30, followed by an Instructor clinic. Saturday, May 1 will include presentations and group discussions; and on Sunday, May 2, the Rendezvous will wrap up with Range and Field activities. For information and registration materials for the Minnesota Rendezvous contact: Marv Ziner at [mdziner@aol.com](mailto:mdziner@aol.com).

Log on to our website at [www.ihea.com](http://www.ihea.com) for current information on all of the IHEA Instructor Rendezvous as it becomes available. +

## New IHEA Logo!

You may have noticed that the IHEA is sporting a new look! We have a new logo that appears on the cover of this issue of the *Hunter & Shooting Sports Education Journal*! The International Hunter Education Association recently revealed its new logo/tagline at the 2004 Shot Show in Las Vegas, Nevada, on February 12. The three-flag logo was quickly



becoming obsolete while IHEA has successfully pursued its mission of: continuing the heritage of hunting worldwide by developing safe, responsible and knowledgeable hunters.

In the near future the IHEA has the opportunity to become even more international, with the possibility of welcoming both New Zealand and South Africa into its membership! The new logo shows no boundaries for the scope of IHEA supporters worldwide focusing on the same goals and working towards the same mission. +



## Hunting Heritage Partnership Grants \$509,000 to Eighteen States

An interview by EVP Eric Nuse with Jodi Valenta, Director Recruitment and Retention, National Shooting Sports Foundation (NSSF)

**Eric:** Jodi, tell me about the NSSF Hunting Heritage Partnership Program. What is it and what are you trying to accomplish through it?

**Jodi:** The NSSF instituted the program to give direct funding to the states to assist in hunter recruitment, retention, and outreach efforts.

After consulting with agency directors, NSSF came to the conclusion that hunter numbers are not solely decreasing because hunting has become less appealing, but rather because of the lack of opportunity. By granting money

directly to state wildlife and hunter education programs, NSSF hopes to immediately increase and enhance local programs. Directors tell us that the timing is right for this infusion of cash, due to the tough economic times for most agencies.

### **Q. Who was eligible to apply for this money?**

**A.** State Agencies only—primarily the Wildlife Divisions or Hunter Education programs. Some states also teamed with outside partners to leverage their budget.

## Advanced Shotgun Instructor Training Workshop

Wounding loss in migratory waterfowl is becoming an issue in both the hunting and anti-hunting communities. Research conducted by CONSEP indicates that there are several causes contributing to wounding loss, including poor shooting skills of hunters. To be proactive with a solution to the wounding loss issue, the IHEA is piloting a workshop for Hunter Education Administrators and Instructors to learn advanced shotgun training skills so that they can teach these skills in an advanced level hunter education shotgun course. This workshop will be held at the Perrie Haines Ranch located in Killeen, Texas on April 22-25, 2004. The workshop will consist of level II sporting clay instructors from the National Sporting Clays Association. The instructors will teach the participants how to address issues such as:

- Evaluating a student's tracking and lead
- Effective teaching strategies and communication skills
- Selecting and presenting targets to novice students
- Calling a student's shot at a target
- Flinching
- Proper shotgun fit
- Problem solving skills
- Mounting a shotgun

Participants will shoot five hundred rounds of clays in groups of five under the supervision of an NSCA instructor. The participants will then evaluate each others shooting skills as if they were working with a student.

The class size for the pilot workshop will be limited to 25, on a first come-first served basis. The cost for this workshop is \$288.00 per person. This cost includes room, board and sporting clays but does not include travel.

For more information or to register, contact the IHEA office at: # (970) 568-7954. †

### **Q. What were the criteria needed for the Grants?**

**A.** The proposals had to address one or more of the following issues:

- Recruitment of new hunters
- Retention of existing hunters
- Increased hunter access
- Communication or outreach to enhance an existing program or dealing with market research

All grantees are required to submit a report on the project and document measures of success. All grants are for one year.

### **Q. I understand you were on the committee that reviewed all the applications and selected the winners. What separated the winners from the "sorry, not this year" applications?**

**A.** We preferred not to fund continuing efforts. Our focus was on new or expansion of existing efforts. We also looked over the methods and budgets. Was the

budget in line with the methods proposed, and did it appear the goals would be met? All of the winning grants fell into the following categories: Expansion of youth or family hunts; development of hunter access programs; developing hunter recruitment or retention programs utilizing marketing and communications efforts; retaining recent hunter education graduates.

**Q. Could you tell us about a few of the winning applications?**

**A.** It's hard to differentiate between the various proposals. They all addressed apparent needs in the state. That's the reason we ended up granting almost 10,000 more than we originally budgeted. To read about the winning proposals, I suggest your readers go to [www.nssf.org](http://www.nssf.org) and click on "Hunting Heritage Partnership grants \$509,000 to 18 states" under the "What's new" section.

**Q. Will NSSF be doing this again? And if so, how can our members find out more about applying?**

**A.** Yes, it is definitely in the plan to fund the program at the same level next year. NSSF has recommended this to its Board of Directors. The Board will make the final decision at its March 2004 Board meeting. If the Board approves funding for next year, the announcement will be made next spring. State agency personnel should watch for a "request for proposals" that will be distributed via mail and e-mail. The announcement will also be posted on the NSSF website.

**Q. Tell me a bit about the NSSF, who are its members, and what is its mission?**

**A.** Our purpose is to provide trusted leadership in addressing industry challenges and delivering programs and services to meet the identified needs of our members by measurably advancing participation in and understanding of the hunting and shooting sports. Formed in 1961, The National Shooting Sports Foundation is the trade association for the firearms and recreational shooting sports industry. For more detail on members and programs, I'd suggest visiting our website at [www.nssf.org](http://www.nssf.org).

**Q. Tell us about your partner in this program, the Congressional Sportsman's Foundation (CSF).**

**A.** CSF is an affiliate to the Congressional Sportsman's Caucus. This Caucus is made up of over 300 Senators and Congressman from 46 states. The mission of the Foundation is to serve as the link between sportsmen and the US Congress on issues of concern—hunter access to public and private lands, wildlife management, and conservation legislation. For more information, go to [www.sportsmanslink.org](http://www.sportsmanslink.org). The hope is we will have some real success stories to tell as the result of this Hunting Heritage Grant program. The CSF can then work through the Congressional Sportsman's Caucus to seek Federal funding on a broader scale.

**Q. I gather your organization cares deeply about the future of hunting and the shooting sports, as do members of IHEA and our volunteer hunter education instructors. In your view, what can we do right now to improve hunter recruitment and retention?**

**A.** Support and expand use of the on-line hunter education course. We see this as a critical link to help interested folks become hunters. The Internet/field day course makes it possible for busy professionals and equally busy children to take the hunter education course. For example, my husband and I travel a lot and it is nearly impossible for us to attend a traditional 12-16 hour course. I know there are many people out there that don't have that amount of time to spare, and this course allows them the option to do much of the course on their own time. Most importantly, it provides an additional, essential avenue for people to obtain their hunter education certification. NSSF is very pleased to be a partner with the IHEA in the development of this Internet course, and we look forward to the continued expansion of its use nation wide.

**Eric:** Thanks Jodi! Good luck on this program. We look forward to sharing the results with our membership and our continued partnership with you and NSSF.

*Editors note: NSSF is a great friend of IHEA and hunter education. We are currently in the middle of a \$1,000,000 Challenge Grant. Matching funds coming from donations and the tireless fundraising of the Foundation Board and our partners with this publication; Brian Thurston and the Focus Group, Inc. †*

## Atlantic Province's Youth Hunting and Fishing Exchange Program

By Chris Baldwin  
Training specialist, Wildlife Division,  
Newfoundland, Canada

Those who attended the Premier's Symposium on North America's Hunting Heritage in Ottawa, Ontario, during August 2000 will remember setting a number of main priorities in building the future of our hunting traditions. In all, there were 13 priorities, and each one of them was reinforced with a statement of principles along with a proposed implementation action. You'll find all of them in the Sixth Proceedings produced and distributed by Wildlife Forever, and a great job by those who participated. I was fortunate enough to be there also, along with several other wildlife agency representatives from the Atlantic Provinces. During the proceedings, we began talking about how we could address some of the issues presented at the Symposium in our neck of the woods, particularly declining hunter participation and recruitment of young hunters.

Like other parts of Canada and the United States, recruitment and retention of resident hunters and anglers appears to be one of the major challenges we face today. Our provinces have aging populations, and the interest and participation in hunting and fishing by our youth has declined. The reasons for the declines are numerous and I'm sure anyone reading this article could add evidence as to why this is happening.

John Clements, a Conservation Officer and hunting and fishing advocate from Prince Edward Island pulled me aside during the Symposium, and we talked extensively about regional issues and about how we could begin addressing some of these concerns. It was at that point we decided to develop a youth program that would help generate interest in hunting and fishing that would act as a stepping stone towards improving awareness about the importance of these activities and about conservation of our wildlife resources.

We presented the idea to Ernie McCallum, Coordinator

for New Brunswick and Judy Clattenburg, Nova Scotia, who also felt that this proposal could have enormous impact on improving public awareness and understanding of hunting and angling and could also serve to enhance relationships among other organizations with a vested interest in wildlife management.

With the endorsement of the four Atlantic Province's governments, the Youth Hunting and Fishing Exchange Program began with its first exchange of kids and parents between Newfoundland and Labrador and Prince Edward Island in 2001. Each province solicited support and sponsorship from outfitters, conservation organizations, businesses and individuals in an effort to come up with a

package that would be offered as a prize to a young person and a parent or guardian from another province. Hunter Education administrators in each respective province act as the main coordinator for this exercise which has now become an annual program. Some delays occurred in New Brunswick and Nova Scotia for 2001 and 2002 but they had their first exchange just last fall. The idea is that we'll try and come up with new packages and rotate exchanges on a yearly basis. So far, the results and reaction to this program are very meaningful and positive.

Aside from using this program to promote and recruit young hunters, the Youth Hunting and Fishing Exchange Program offers a number of other benefits that can be directly linked to nearly all of the Statements of Principles and Proposed Implementation Actions outlined in the 2000 Hunting Symposium.

I encourage you to review a copy of the Symposium Proceedings. I'm sure that many of you are already involved or have adopted new programs that respond to the

issues that were presented at that time and are still valid today. I believe that it is vitally important that we continue to try and improve on our efforts to ensure that the heritage of hunting stays strong.

Many of us have children of our own and are waiting for the day to take them on their first hunting trip, if we haven't done so already. We also have hopes that they'll be able to do the same things with their children. †



2002 NL Exchange Winner Curtis Glover age 16 and his dad, Clayton, on their Goose hunting trip hosted by PEI. Center is John Clements, PEI Conservation Officer.



2003 PEI Exchange Winner Nigel Fisher, age 13, and his dad, Wayne, on Salmon Fishing trip hosted by NL. Chris Baldwin on right.



## Instructor Discounts



**Henry Repeating Arms Company** is offering special pricing for instructors who wish to order Henry firearms for teaching. Models available are the H001, Henry Lever Action .22; the H001Y, Henry Lever Action Youth .22; and the H005, Henry Mini Bolt Youth .22. To order catalogs for your class, send your request to: Henry Repeating Arms, 110-8th Street, Brooklyn, NY 11215. Please include: date of class and quantity wanted; and name, address, city, state and zip.

**“The Sacred Hunt,”** by Dr. Randall Eaton is now available at a discounted 50% off the regular price to Hunter Education Instructors. If you’ve ever wondered why you hunt, or why other people hunt, then you must watch this video. From Alaska to Africa—over two years in the making!



How to Order: Either send an email to: [reaton@eoni.com](mailto:reaton@eoni.com) or phone 541-426-8133; or you may send check or money order to (please include the information that you are a Hunter Education instructor) Sacred Press, PO Box 280, Enterprise, Oregon 97828.

Prices: The Sacred Hunt Video I, \$10 each plus \$4 S&H; The Sacred Hunt Video II, \$10 each plus \$4 S&H; The Sacred Hunt Book, \$7.50 each, plus \$4 S&H. Save when you order the set of Sacred Hunt Videos & Book, \$25 per set, includes S&H. (All prices reflect 50% savings.)

For more information on these two programs log-on to [www.ihed.com](http://www.ihed.com) and click on Instructor Discounts in the Instructor Resource section. †



## Safety Alerts & Notices

### CPSC, Crosman Corp. Announce Recall of Air Rifles

In cooperation with the U.S. Consumer Product Safety Commission (CPSC), Crosman Corporation of East Bloomfield, NY, is voluntarily recalling about 1,500 spring-piston, break-action air rifles. The air rifles can discharge unexpectedly when the user closes the barrel, posing a serious risk of injury to consumers and bystanders.

Crosman Corporation has received one report of an air rifle unexpectedly firing, though no injuries have been reported. The recalled break-action, spring air rifles include Crosman Model numbers RM177, RM177X, RM677, RM677X, RM877 and RM622 that were produced before August 2001. Models produced after that time are not included in this recall.

The recalled air rifles have brown wood stocks, black barrels, and blue and white striped spacers on the butt plate. The RM622 shoots .22 caliber airgun pellets; the other models shoot .177 caliber airgun pellets. The RM177X and RM677X were sold with scopes. Each barrel is imprinted with the model number and the words, “Manufactured for Crosman Corp. by Mendoza.”

Authorized dealers, gun shops and sporting goods dealers nationwide sold the air rifles from June 2001 through August 2001 for between \$130 and \$250.

Consumers should stop using these air rifles immediately and contact Crosman Corporation at (800) 724-7486 between 8 a.m. and 4:30 p.m. ET, Monday through Friday for instructions on returning the rifle for a free repair or replacement with a comparable model. Crosman will also reimburse consumers for the cost of shipping. Consumers also can log on to the company’s Web site at [www.crosman.com](http://www.crosman.com)

to view safety and recall information posted since September 2001.

To see a picture of the recalled item, use this link: <http://www.cpsc.gov/cpsc/pub/prerel/prhtml04/04001.html>.

### Infinity Suite Computer Software Correction

It has come to our attention that some of the printed loads for the 300 Remington Ultra Mag in the 5th Edition Handgun and Reloading Manual and Infinity Suite Computer Software exceed the SAAMI maximum pressure suggestions. Use of these loads may result in damage to firearms and or bodily injury.

If you purchased your 5th Edition Reloading Manual or INFINITY Suite computer software program directly from Sierra, or you registered either purchase with Sierra, you will automatically be sent the replacement reloading data for the 300 Remington Ultra Mag.

For purchasers of the 5th Edition Handgun and Reloading Manual, please contact Sierra directly at 888-223-3006 or by email at [sierra@sierrabullets.com](mailto:sierra@sierrabullets.com). They will send you a replacement section of data immediately. Please remove and discard the pages currently in your manual. This replacement data is also posted at [www.sierrabullets.com](http://www.sierrabullets.com).

For purchasers of the Infinity Suite Computer Software, a program patch is available on their website, [www.sierrabullets.com](http://www.sierrabullets.com). Please click the Download Patch link to receive the program patch.

If you need any additional information concerning this notice, please call 800-223-8799 or send an e-mail to [siera@sierrabullets.com](mailto:siera@sierrabullets.com). †

## Gun Case Debris Cause of Barrel Explosion, Potential Injury

Larry Leigh, Yukon Hunter Education coordinator, recently wrote:

We had an RCMP officer, off-duty with his Browning A-Bolt, 300 Win Mag, have the barrel split in 3 even petals right back through the chamber. He checked the bore when he loaded the gun (none in the chamber—this is legal here) and rode off across the tundra on a late fall caribou hunt. Seeing some caribou, he stopped, took his gun out of the Kolpin Gun Boot, chambered a round and fired, blowing up the gun.

He checked the gun boot later and found a circle of the liner material (a pile fabric) missing right where the muzzle rested against the inside toe of the case.

*Editor's note: At any time when carrying a firearm in a closed-bottom case of any type, the barrel must be checked for an obstruction before firing. It only takes a small obstruction to cause barrel damage or rupture.*

*Closed-bottom scabbards are notorious for collecting dirt, lint, and other materials that can cause problems aside from defects from the manufacturer. The scabbards should be inspected and cleaned regularly. †*



## New Video Resource!

### CONSEP Title 3: Wingshooting Shoot/Don't Shoot Situations

Released September 1, 2003: The third in our CONSEP Educational video series of wounding-loss-prevention videos deals with eight specific types of hunting behaviors that are known to contribute to excessive wounding losses. *VHS Run Time w/o credits: 33 min. 56 sec.*

The video uses vivid "real hunt" examples of hunting situations. We first show an example of the poor behavior, the problem is then clearly discussed as to why the behavior contributes to wounded birds, and then the correct way to handle the situation is visually described—again using real

hunting situations.

The video is set up to simulate "shoot/don't shoot" hunting situations. The eight specific types of hunting behaviors/situations include: Using improper loads (duck loads for geese); shooting at going-away birds beyond 30 yards; shooting beyond one's personal skill range; shooting at another bird while attempting to retrieve a downed bird; shooting beyond one's retrieval range; shooting at birds that will fall in heavy cover; shooting into large flocks; and shooting at front birds in flocks. This video contains a specific pause at the half-way point for instructor's discussion

purposes—or the video can be presented in its entirety. †

#### ALSO INCLUDED IN THIS SERIES ARE:

**Title 1:** The Wounding Problem; Three Causes & Three Solutions.  
*43 min. 45 sec.*

**Title 2:** Proper vs. Improper Striking.  
*32 min. 19 sec.*

For a CONSEP video order form, contact the IHEA at #(970) 568-7954 or log-on to [www.ihea.com](http://www.ihea.com)

**CONSEP=Cooperative North American Shotgunning Education Program**

# Recruitment & Retention



**MRS. MARILYN  
K. BENTZ,  
EXECUTIVE  
DIRECTOR  
OF THE NBEF**

Mrs. Marilyn K. Bentz is a native of rural Adams County in eastern Nebraska. Her enthusiasm for an outdoor life was formed through active early years on the vast prairies, plains, and mountains of the central United States. In later years, an innovative mentality provided the foundation for the development of her leadership position in the outdoor products and related sporting goods industries. Mrs. Bentz has become an icon in the shooting, hunting and outdoor trades, and the conservation movement that makes hunting and fishing wholesome and creates enthusiasm and broad-based participation.

A former two-term board member of the Archery Trade Association's Board of Directors, Mrs. Bentz currently performs as the Executive Director of the National Bowhunter Education Foundation, a non-profit bowhunter curriculum organization. She has served on its Board of Directors since 1996.

Her peers have recognized Mrs. Bentz' contributions. She is a recipient of the Fred Bear Achievement Award, the award named in honor of the most renowned of the founders of the modern target archery and bowhunting industry.



*Photo by Debbie Stator, Missouri*

By Marilyn Bentz  
Executive Director,  
National Bowhunter  
Education Foundation

**W**hen considering the words, recruitment and retention, it is not just the student with whom we should be concerned. The volunteer instructor is the backbone of both the IBEP and the IHEA programs. Over the years, both programs have been fortunate to have a steadfast team of dedicated volunteers that enthusiastically respond when needed for classroom and field instruction of new hunters. These loyal instructors have a sense of comfort with the IBEP in that the core curriculum has basically not changed since it began in the 70's. Teaching shot placement, safety, ethics and responsibility is as necessary today as it was 30 years ago when the program began. And while a standardized curriculum is important to the continuity of the program, new teaching recruits and options in the

method of delivery can give your program that needed spark of enthusiasm to rejuvenate your current instructors.

The year 2004 will bring about several options in the delivery of the IBEP. One of which will be a new, four-color *Student Manual* with corresponding updated *Instructor Manual*. The new manual and associated materials are being produced by the NBEF in conjunction with Kalkomey Enterprises and are expected to be in print by January 2004. In the new manual, care has been taken to address all bowhunter education standards previously set. Many hunter ed and bowhunter ed administrators and coordinators contributed to the text editing, and states are planning workshops throughout the year to acquaint their staff with the change in delivery format. These workshops will provide the ideal forum for new ideas as well as generating excitement for the program.

Another change in teaching methods which some of you will experience in 2004 is the Distance Learning Program of the IBEP. The DLP will be delivered on the internet and is designed to cover 75 percent of the current program curriculum. The additional 25 percent is designed to cover the field portion of the course. Students who successfully complete the online portion will receive a certificate of completion. This certificate of completion will be necessary prior to taking the field course. It is expected that this online option will reach more individuals needing a class, allow for smaller field classes as well as more available time to spend on the area instructors enjoy most; the field course. More about this program and availability in your area will be discussed in future articles. Or feel free to call the office for more information (479-649-9036).

Along with new methods of program delivery, the NBEF has several new innovative products to enhance your teaching. The technology and sculpting skills of McKenzie Targets, combined with the anatomy and artistic expertise of Dr. Wayne Trimm, has created small scale, true-to-life versions of a whitetail deer and black bear. These two Mini 3-D Stickpin Animals are larger than previous models, and are molded of a high-tech, resilient foam pioneered by McKenzie Targets.

Other new products include an updated Treestand Safety Video. Over 100 edits and revisions went into producing this widely accepted teaching standard. The video was created in conjunction with AWP,inc. and with special attention to the current industry standards of the Treestand Manufacturers Association. In consideration of all styles of teaching, the full length, 40-minute video also includes the 15-minute classroom version. Instructors may go online at [www.nbef.org](http://www.nbef.org) and download current

classroom lesson plans at no charge.

Recruiting and retention can be viewed as "build it and they will come" logic. That is, by creating invigorating learning environments and stimulating teaching tools which are in tune with today's bowhunter, we can be assured a steady stream of both instructors and students. Getting

new people involved can invigorate your ranks of instructors as well as helping to distribute the many responsibilities when teaching a class. The students, those new bowhunters you are helping to create, will appreciate your efforts, and the overall experience will be highly rewarding for both instructor and student. +

# Barriers to Hunting & Some Modest Proposals

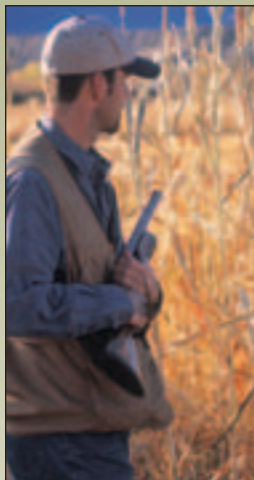


Photo courtesy HIViz

By Eric Nuse, EVP

**W**hat would you do to reduce the number of hunters in your state or province? As I went through this exercise, I realized that we are doing many of these things right now. In this article I'd like to share my top barriers to hunting that we are currently inflicting on ourselves:

1. Force potential hunters to commit time and energy to hunter education before they are ready.
2. Make it difficult and confusing for interested people to get the information needed to become a hunter.
3. Schedule and configure hunter education classes when it is convenient for instructors and administrators, not potential students.
4. Throw as many complicated game laws at them as we can.
5. Focus our energy on individual hunters; forget about the family, and other social support systems.
6. Maintain or raise the minimum ages to start hunting.
7. Glorify and tout trophy big game; ignore and degrade small game hunting.
8. Write off those city folks, minorities and poor kids; they are too difficult to reach and it will be a waste of time and money.
9. Remember we are hunters first, if you can't shoot it; let someone else worry about it.

**D**o any of these examples sound familiar to you? Is there anyone reading this that lives in a state or province that isn't perpetuating at least one, if not many, of these barriers?

*Continued on next page*



The purpose of this article is to give us all a whack on the side of the head. We don't need anti's and animal rights folks to hurt hunter recruitment and retention—we're doing just fine ourselves. I'm not going to lay out all the problems or give all the solutions. But I will lay out what I see from my vantage point as a former Vermont Game Warden and State Hunter Education Coordinator, a parent of five mostly grown children, a hunter, and Executive Vice President of the International Hunter Education Association (IHEA).

**Let's look at my nine top barriers and flesh them out in a bit more excruciating detail. This time I'll add my modest proposals for breaking them down.**

**1. "Force people to commit time and energy to hunter education before they are ready. Don't even think about letting them try hunting before being licensed and trained."**

The primary problem with hunter education is not what is taught or even how it is taught—it is when it is taught. For the youth coming from hunting families and hunting cultures, hunter education is not a barrier; it is an enhancer and actually helps recruitment. (Wentz, Seng 2000)

In most jurisdictions, the first step in being a hunter is to attend and pass a hunter education course. No problem for our hunting family wanna-be hunter. They already know all about hunting through tagging along, shooting airguns, and eating wild game. But our bird watching / urban person is interested but knows very little about hunting. "I have to what? How many nights and all day Saturday? Thanks, but no thanks!" The problem here is not hunter education per se. They will need and want the information and skills learned in the hunter education classes. The problem is, it is the wrong sequence of events for these folks. They need to know more about hunting and have a chance to try hunting before committing time and energy to a formal course.

**Stages of Hunting Adoption - (based on attitudes & behaviors)**

1. Awareness
2. Interest
  - a. Passive Interest - Might go if someone asks them
  - b. Active Interest - Seeks opportunities\*\* Most agency hunter education programs intervene here
3. Trial  
\*\* Suggested place to require hunter education
4. Continuation with Support
5. Continuation without active Support
6. Continuation as Proponent Hunter education instructors, conservation club leaders, etc.  
(Adopted from Wentz & Seng 2000)

**So what is the solution?** Some have suggested reducing the hunter education requirements or eliminating it as a mandatory course altogether. That would be throwing the baby out with the bath water. These new hunters need this information and skill sets as much or more than our traditional recruit. What they need is a way to "try" hunting. The

plan I like best I call, the "Uncle Bob Plan." It would allow Uncle Bob to take an interested hunter small game hunting using a guest pass that comes with their hunting license. Uncle Bob accepts full responsibility for the actions of his guest and they share a bag limit between them. Uncle Bob has a vested interest in making it a safe, fun trip—and he has no advantage as far as being able to take more animals. If he wants to take another person out or do a follow up trip, Uncle Bob can purchase additional guest passes. There would be no age restriction for the guest, although you could restrict it to new hunters or lapsed hunters who haven't hunted in the last five years or so. (Byrne & Nuse 2003)

Many states already allow hunting without hunter education or a license for youth by exempting minor children of landowners, and youth under certain ages. I'm suggesting we formalize and expand it to older youth and adults.

The "Uncle Bob" strategy moves hunter education from a position of being a barrier to a position of helping the modern new hunter along the path to becoming a life-long hunter.

**2. "Make 'em search really hard to even figure out how to get started as a hunter. If they can't figure out that they need to be certified in hunter education and can't find out where the classes are, how are they ever going to find a deer or an elk?"**

Have you visited your Fish and Wildlife Department's web site lately and tried to find out how to get started as a hunter or locate a hunter education class in your area? Well, a friend of mine did. He was not pleased by what he found, or more accurately didn't find. In too many cases, if you weren't pretty knowledgeable about the structure of your agency, computer savvy, persistent, or just darn lucky—you would be out of luck and the hunting community may have just lost another hunter.

**What to do?** For one, Agencies should re-design their web sites so people interested in hunting can easily locate what steps are needed and how to get going. Another idea that IHEA and the USFWS are exploring in a loose partnership, is creating a national portal that would directly link to every state's web location that explains how to get going and connects directly to scheduled hunter education classes. Some of these links are already in place through IHEA's hunter education Internet course. But its profile must be raised through promotional efforts and multiple linkages. This national site should be at the top of the list when someone enters "start hunting," "hunting," or "hunter education" into their computer search engines. Today's youth and

young adults rely on the Web for information. We need to be there.

**3. “When a new recruit decides to take a hunter education class, make them bend to our schedule, when it is convenient for us. Forget customer service; the law says you have to do it, so stop whining and do it.”**

The traditional thinking is, if they want to hunt badly enough, they will change their schedule and carve out the time needed to do the course. And if they don't, they are obviously not dedicated enough to be a hunter.

I think this premise is wrong. I suggest we augment our traditional 12-16 hour classroom-based courses with a good selection of self-study/field-day type courses. These classes would require substantial self-study of the knowledge-based standards before coming to a formal class or the field day.

There are many advantages to this type course:

- It puts the responsibility of learning much of the information on the student, which saves instructor time and also acts as the first check of the recruit's ability to be a responsible hunter.
- The timesavings for the instructors can be translated into more hands-on skill training and live fire.
- The students come to class much better prepared to learn, and the base line knowledge of the class is much higher and more even than a traditional class. Learning is enhanced, more can be accomplished, and the quality of the class goes up.
- Recruitment is improved; now the child in sports or music, or the busy professional, only has to schedule a Saturday and one evening. This is possible, where traditional classes meeting two nights a week for three weeks and a Saturday morning were in some cases impossible to work around.
- Actual effort and time put in by the student is higher, typically 5-10 hours of homework. But the student selects when to put in this work, not the state. Flexibility and convenience are greatly improved, while effort, learning and fun are also enhanced.
- Vastly increases flexibility; allowing instructors and administrators to meet the needs of after-school programs, weekend events, and special-needs students, to name a few.

Several options for alternative delivery exist now and are ready to go including, workbook-study guide systems; field guide, video, workbook systems, and CD and workbook set-ups. Thanks to the National Shooting Sports Foundation (NSSF) and contributing states, the IHEA has a comprehensive web-based, self-study program that covers all the knowledge-base standards with a series of quizzes that may be printed out and brought to the field day. The course is also available on interactive CD. State and regional content will soon be developed to customize the course and link students to their state or provincial hunter education certification requirements and game laws. This course has been on-line less than a year and shows great promise.

You also might check out the IHEA web site at [www.ihea.com](http://www.ihea.com) and look over the Internet course.

**4. “Create and maintain as many complicated game laws as we can, and then measure success by the number of tickets issued by the Conservation Officers.”**

What is the answer to this maze of laws and regulations, and why are we in such a mess? I think it is the boiled frog syndrome. I doubt if anyone intentionally set out to create the mess we are in, it just built slowly and, like the frog in a pan of cool water that is gradually heating up, before anyone was aware, you have the boiled frog of today. It is time that we and our agency leadership wakes up and realizes that recruiting and retaining hunters is central to the survival of our agencies. Future hunters are unable to sit at the table when the special interest groups, biologists, wardens, and politicians are writing laws and regulations. These folks have a legitimate say in the formation of law. If simplicity, ease of understanding, and the new hunters' ability to follow these laws is not considered and given equal weight—we are doomed to perpetuate this barrier.

Napoleon had an aide, aptly called Napoleon's idiot, which the General ran every order by to see if he understood it. If he could, the order was issued; if he couldn't the order was modified until it could be understood. I propose we use the same technique when formulating game laws. I'm sure you can all think of some folks in your agencies that would be good candidates for the role. Wardens have enough problems chasing folks that intentionally break the law; they don't need to be tied up investigating confused hunters.

**5. “When recruiting, focus on the individual hunter, don't worry about spouses, family, and the rest of the social support system.”**

The definition of insanity is doing the same thing over and over again and expecting different results. If that is true, most of us ought to be checking in with our local mental health workers. A wonderful example is mentoring programs for youth hunts. We all know about single-mom households. We figure that all we have to do is offer the services of a bunch of middle-aged strangers that like guns to take her kid out hunting alone in the woods for a couple of days, and she should be eternally grateful. And then we are surprised when no one signs up—and we are surprised year after year after year. Would you send you child out with one of these guys?

I think the answer is to focus on families and extended families of the new hunter. We know that hunting flourishes in families and communities that support hunting. Even if the parents don't hunt, if they support it, a child can be a hunter. Social support is the number one factor influencing people to develop an active interest in hunting, and critical for new hunters after the trial period. (Wentz & Seng 2000)

A mentor program that mentors the family or at least one adult with the child, takes away the reluctance to send your precious child out with anyone you don't know really well. The US Sportsmen's Alliance Foundation folks have a Trailblazer Adventure program that builds on the enthusi-

asm of an outdoor adventure day and links it with the Trailmaster program. This is for families that want help in becoming an outdoor family. The trail guide meets with the family at the event; and if it looks like a good fit, they mutually agree to work together over the next year. For a family interested in hunting, this could include going to the range, shopping for the hunt, scouting, the actual hunt, and a post hunt game dinner. The magic of this program is the linkage of the events and inclusion of the whole family. There is a need for trail guides. I have offered to help get the word out to hunter education instructors. If any of you are interested, contact the Alliance at [www.trailblazeradventure.org](http://www.trailblazeradventure.org).

In Vermont, we started the Becoming an Outdoors Family program, after women attending the program started asking for a training session for their husbands and children. We run it as a partnership between Fish and Wildlife; Forest, Parks, and Recreation; and 4-H Shooting Sports. In 2004, IHEA is joining in, and we are going to run training before the weekend for folks who want to try this program in their home state. The event is scheduled in early June.

**6. “High minimum ages are great barriers to hunting. Nothing like waiting until the boys are chasing the girls around, and the girls all want to be movie stars, before you let them try hunting or take hunter education.”**

My experience is that we have a window of opportunity to recruit youth. It starts at about age 9 and runs through about 14. For girls, it is on the younger end of that range. If we miss this window because of restrictive laws or policies, it becomes increasingly difficult and less probable the young person will ever take up hunting. New York is a great example of a state doing it really “well”—if you want to discourage hunting. To hunt big game with a firearm you must be 16 or older, and deer hunting is the biggest draw to hunting in New York. Just across the lake in my home state of Vermont, there is no minimum age to hunt, big game or otherwise. The old safety argument doesn’t hold any water. New York research with small game hunting, which youth can start at age 12, shows that the safest group of hunters at any age are young hunters hunting with an adult. They are the safest of all age groups. (Jones 2003)

**7. “In your publications and advertisements, push the self-actualization end of the hunting stage continuum and insist that beginners measure up to these lofty standards or else they are slobs and ought to stick to video games. Forget potting a squirrel or rabbit for food. Hunting with a homemade long bow for trophy deer in Manitoba is the only way to go.”**

I think we have been confusing true hunter ethics with individual hunting preferences. Dr. James Tantillo (2002), a bird hunter and instructor at Cornell University, defines hunter ethics very narrowly: clean kill, safety, eating what you kill, and being law abiding. Most of what we call ethics he places in the preference category. You like red; I like blue—preferences. We get in trouble, and we hurt recruitment and retention of hunters, when I get to impose my preferences on you. This can be through regulations, the press, or officially ridiculing the other’s “wrong, unethical” hunting practices. I didn’t start bird hunting over a trained

dog, I started with a single shot, 12-gauge, shooting doves out of a tree. I suspect and hope you, too, have matured in your hunting practices and, as your skill level increased, you have put self-imposed rules in place to extend your hunt and increase your enjoyment and challenge—commonly called rules of fair chase.

We should teach and expect new hunters to be safe, responsible and knowledgeable. We should also let them know what they can do to enhance fair chase, but we should not expect them to do so until they are skillful enough to meet the challenge. Otherwise they will not be successful and could lose interest in hunting, or perhaps never even start.

**8. “Write off those city folks, everybody knows they shoot goats for deer and set up their tree stands by deer-crossing signs. And poor kids, how are they going to get to class or afford the equipment needed?”**

As a coordinator, I know how hard it is to fill the need for hunter education in urban areas. But like Willy Sutton famously said when asked why he robbed banks, “Because that’s where the money is.”

If we truly want to maintain hunter numbers, then we had better go to where the people are. Do youth in the cities have any interest in hunting and shooting? The folks running the Big Brother/Big Sister “Pass It On!” outdoors mentor program know. They have thousands of underprivileged youth waiting right now for a Big Brother or Sister that is willing to mentor them in our hunting and fishing heritage. They have also found a need with poor rural children. Mike Christensen, with the Pass It On! program, told me they have youngsters living right outside the gates to Yellowstone National Park that have never been inside the park. These kids want to try what we love—but they need help. The program is currently running in Kansas, Pennsylvania and Texas. I urge you to contact them at [www.ksbbbs.org](http://www.ksbbbs.org) to help out.

In New York City, Hunter Education Coordinator Wayne Jones tells me that he has a master instructor that will have a hunter education class in every Greek Orthodox Church in the City before he is done. If it can be done in New York City, it can be done anywhere. If we want hunters, we need to go where the people are.

**9. “Remember we are hunters first, anything that puts conservation or—heaven forbid—environmental concerns first is to be fought tooth and nail. If you can’t shoot it and drive up to it in your all terrain vehicle, it isn’t of interest to us. I know—those do-gooders are trying to save the planet, but everyone knows we are the true conservationists, we are the ones who have paid for conservation, and we are the ones responsible for saving most of the major game species from extinction.”**

I’ve gotten real tired of the “We pay for conservation and they don’t” argument. How many of our road-hunting, beer-drinking brethren would voluntarily pay for conservation? They pay because it is the law—they have no choice. When Roosevelt, Darling, Leopold, and Grinnell were pushing for licenses, duck stamps, and taxes to support conservation, I doubt if a majority of today’s hunters would have been by

their side testifying that they wanted to pay more. My evidence is the ongoing resistance to license fee increases, or for expansion of the Federal excise taxes to tree stands, arrows, or reloading equipment.

If ecology has taught us anything, it is that you have to look at things holistically. Saving deer while you let wild places be developed and fragmented gets you no deer, or no access, or rats with antlers. In his "Hunting Strategy for Ontario" Al Stewart (2003) sees our future hunters coming from urban areas that already have an interest in the outdoors; many will be members of environmental groups. We can continue to alienate these folks, distrusting them as anti-hunter, tree hugging, gun grabbers. But the truth is, we should also be conservationists and environmentalists first, and hunters second. If something is not good for the environment it is not good for humanity or hunting. One writer contends if we aren't careful, we could end up with a closet full of guns and no where to hunt.

Support for hunting is critical for us to continue as hunters. We are a minority and will continue to be a minority. We can be the majority, to quote writer Ted Williams (1996), "An unstoppable majority," if we team up with the environmental groups on issues of common concern. To my knowledge, none of the major environmental groups are officially anti-hunting or anti-hunter. Yes, some of their membership is, but it is not the organization's official policy or mission.

We need to get off our high horse, open the dialogue, start building trust, find common ground, and move ahead for the good of all the wildlife and their habitats. If we do, hunters and hunting will once more be a badge of honor,

not something to hide when in polite company.

I believe these nine barriers can be eliminated or greatly reduced. Many of you are in positions to influence or implement the changes needed. But it will not happen if we don't change our individual and collective thinking. We have been talking about these barriers for years. Now is the time to act! †

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- International Hunter Education Association [www.ihea.com](http://www.ihea.com)
- U.S. Sportsmen's Alliance Foundation [www.trailblazeradventure.com](http://www.trailblazeradventure.com)

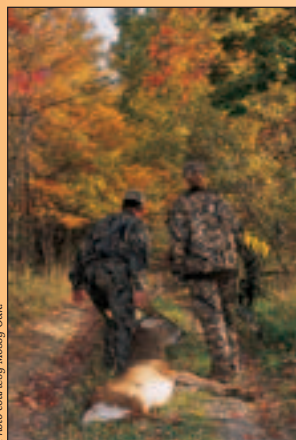


Photo courtesy Mossy Oak.

# Who Will Buy the Last License?

By Les Smith - NV Hunter  
Safety Coordinator  
and Tony Faast - USFWS, Region 1

## The Future of Hunters & Hunting in the American West

In most wildlife agencies, recruitment and retention of hunters is like the weather. Everybody talks about it, but nobody's doing anything about it. Maybe that's because being completely honest about recruitment and retention may require skewering a few sacred cows. After some lively discussions on the subject, we're going to take a wild swing at getting to

the root of what gets and keeps hunters in the ranks—at least out West.

Many administrators and biologists in western agencies may honestly feel we can't support the number of hunters we already have. They see declining license sales as a natural outcome of declining hunt opportunity, urbanization, habitat loss for both wildlife and hunters. In the tradition-

al format and function of wildlife agencies, this is probably inevitable. So the model follows an almost natural "population dynamic." As casual and occasional hunters balk at high prices and lack of opportunity, hunter numbers drop off. Eventually, the numbers may plateau at a low and sustainable level. Unfortunately, when that happens, agencies will also be forced to cut back to a low and sus-

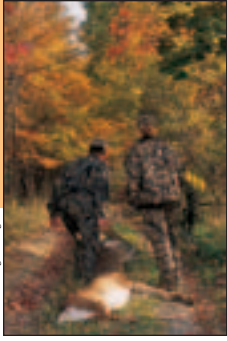


Photo courtesy Mossy Oak.

## We are in the outdoor recreation business. And, we're competing with myriad other outdoor providers and pursuits, many that have greater perceived value and often require much less investment of time and money.

tainable level.

With a few bright and shining exceptions, western wildlife agencies fall back to license and funding structures that are at least 50 years old. Wildlife managers and commissioners have the final say in quotas, seasons and limits and, by default, the last word in the people-management aspects of hunting, as well. Agencies are constantly asking the same, small, unrepresentative groups of people the same questions (avid—some say rabid—chukar, duck, and deer hunters) and getting the same answers they've been getting for decades (more birds—more deer—bigger deer—fewer hunters). As a result, very little that we do as wildlife agencies address the real needs and interests of the vast and silent majority of our customers, clients or constituencies. This myopic, arcane and antiquated approach to wildlife and people management only exacerbates downward trends in license sales.

The only way to stem the downward vortex is for wildlife agencies to realize that we have long ceased to be wildlife agencies. We are in the outdoor recreation business. And, we're competing with myriad other outdoor providers and pursuits, many that have greater perceived value and often require much less investment of time and money. Agency administrators need to turn the thinking of the whole agency 180 degrees in order to fill our unique niche in the outdoor recreation community.

Agency administrators are seeing that need, but are reluctant to change age-old traditions within their agencies. The only new ideas over the last ten years are focused on efforts to plumb new, "untapped" markets. Huge investments of time, money, and effort have been made by many agencies to woo youth, women, and minorities into hunting ranks. This is based

on a wild-ass (not feral donkey) guess about potential markets and a perceived, urgent, political need to make inroads with these groups. While it is never safe to ignore any potential market, these efforts are not based on a real assessment of what it takes to effectively recruit within these groups. The result generally has been a one-time experience for participants and no substantive increase in long-term recruitment.

### **New Hunter or Old Hunter— A License is a License**

So who should we be paying attention to, catering to, and courting, if we want our wildlife agencies to be strong and viable in the coming century? Like Dorothy in the *Wizard of Oz*, wildlife agencies need to realize that there is "no place like home." We should listen to people like Sam, in Everett, Washington, who just turned 42, has three girls and a 12-year-old son. We should be courting a guy from Portland named Bob, who works for the power company, is 53, has two grown sons in college and hasn't hunted in two years. We should ask Dave, a 35-year-old, Salt Lake City father of 10-year-old twin boys, what it would take to get him and his family hunting for a lifetime. The bulk of our hunting constituency is 30-55 years old, fathers, urban dwellers, middle-to-upper income, with a high propensity for outdoor play. These guys are most likely to be either first-time hunters or casual hunters—that is, buying licenses and hunting once every couple of years, as money, time, opportunity, and energy allows. This demographic is also the lynchpin to new hunter recruitment.

In his landmark 1992 study of Hunter Education graduates, Bob Jackson asked Nevada graduates who introduced them into hunting. Seventy-eight percent responded that it was their father or stepfather. About nine percent said it was their grandfa-

ther, seven percent said a friend got them started, and six percent said it was either another adult relative, a sibling, or themselves. Mothers or other female relatives weren't even measurable in the responses. Since those numbers were fairly consistent on a national level, it's an easy leap to draw similar conclusions about other western states.

How does that translate into increased hunting license sales and more days afield? First of all, we need to regularly check the pulse of our hunting license buyers, especially the casual hunters. Too often, commissions that only hear impassioned testimony from a handful of special interest hunters make major decisions affecting every hunter in the state. As agencies, we cannot expect casual hunters to take time off from work or family and spend up to two days sitting in a meeting, just so they can get a few minutes to express an opinion about a particular hunting unit or season. We've got to commit time and money to go where they live, seek them out, and dig their opinions out of them. Our people numbers need to be as complete and verifiable as our deer numbers if we're going to change the decisions of wildlife managers and commissioners in ways that will get and keep hunters in the hunting ranks. And when wildlife managers, administrators and commissioners see these numbers, they need to have the courage to make some untraditional, unconventional and potentially unpopular (only with the "old crusties") decisions for the benefit of hunters and wildlife.

What do the casual hunters and fathers of new hunters want? National research in both hunting and fishing show an incredible overlap in both the demographic and the motivations for being involved. The three key motivations for going hunting or fishing were (a) the enjoyment of hunting or fishing with family and friends, (b)

if asked by a child or new hunter or angler and, (c) to continue a family tradition.

Hunting alone, or for trophy animals, ranked fairly low among the key demographic, and high among the old crusties, who seem to bear the most sway with our wildlife commissions. Apparently, the constant argument between “quality” hunting and “quantity” hunting, (i.e. more trophy deer vs. more deer tags), seems to go towards quantity when you’re talking to the vast and silent majority of hunters. Making hunting easier to do, more affordable, and more available are the three keys to retaining casual hunters and bringing new and younger hunters into the fold.

### Keeping Hunters Hunting

Western wildlife agencies need to look at new, more family-friendly ways of packaging their licenses and tags. Arizona’s family fishing license is a perfect example. Short-term and pay-as-you-go types of licenses, without all the add-on stamps and fees, would appeal to the casual hunter who hasn’t hunted for a while and just wants to go chukar hunting with his buddies one Saturday and maybe one other time in a couple of weeks. Family tags for deer or other big game would be one of the most powerful recruitment tools that most western states could offer. Since buying a license and going hunting isn’t really convenient and affordable anymore, a lot of casual hunters simply don’t buy into the program. This is money that’s lost to our agencies now. Recovered cash from those that have already dropped out, but would likely buy a short-term or family license, would more than make up for money lost from hunters who might switch from traditional season licenses to cheaper licenses. And a flexible license program may be just what it takes to keep many of those hunters from deserting the license-buying ranks.

Agencies also need to make more hunting opportunity available. This requires that western states purchase land or access to private land, partner with public land management agencies and private landowners to develop habitat in concentrated and strate-

gic areas that can boost “islands” of quality hunting, then organize programs to tie families into these hunting opportunities. Seasons and regulations need to take into account the late-season or impulse buyer as a source of license sales and value-added days of hunting. Simple changes to seasons, areas and regulations could make all the difference in license sales and in the number of days spent hunting.

For most western states, nonresident hunters are a financial boon, but a political pariah. Some western states have an absolute lock on big game hunting to keep nonresident hunters out of their back yards. Everyone else, at least, has a restrictive cap on the number or percentage of nonresidents they will accept for deer and big game. This perception is perpetuated by false ideas that hunters from neighboring states are somehow inferior in skill, safety, or ethical judgment to resident hunters.

This is fed around every campfire and, unfortunately, in many Hunter Education classes by urban legends of city slickers who mistakenly kill an elk for a deer, yahoos who butt-shoot trophy animals because they aren’t willing to work for a better shot, or some big-city hunters willing to go toe-to-toe, at gunpoint, to claim a deer he didn’t shoot. Yet, it’s OK if a resident takes one of those unbelievable “1,200-yard shots” that hits the biggest buck on the mountain in the neck, killing him instantly. And for some reason, there’s a sense that out-of-state hunters are already overwhelming favorite hunting grounds and taking game that “belongs” to resident hunters. The funny part is that the ones who complain most are often hunters that go out of state to hunt. Are those same hunters willing to have their resident-license fees double or even triple in the next few years to make up the difference in agency shortfalls?

Western hunters need to get over themselves and their phobias of out-of-state hunters. Nonresident hunters are a powerful source of funding and support, if allowed to take a decent share of the hunting resource. The loss of hunters is a regional problem

with a regional solution. State boundaries that are porous for hunters, regardless of their state of origin, would go a long way to solving the problem for everyone. And perhaps western agencies should look at some other options for being self-sustaining, besides doubling resident hunting fees.

Consider some of the following...

- A \$20 “weekend hunting license” (analogous to a daily angling license, all extra tags/stamps inclusive) that allows a hunter one daily bag limit of birds for that weekend hunt! A boon to the late season/casual hunter who only wants to go once or twice a season as opportunity and hunting partners permit. How much of a dent in the resource can a casual, part-time hunter have anyway?

- Unused big game tags for sale at half price to adjoining state hunters. One western state had 2,000 elk tags not utilized by residents! So much for scientific game management.

- Late-season package hunts in target areas that have excess deer numbers. One mid-western state was offering residents five and six extra deer tags and still couldn’t harvest enough deer. Why not create a license/air fare/lodging/local assistance package deal, marketed to out-of-state hunters to assist with the game management in a state?

The options are many, the point is simple: Regardless of the state they come from, keep casual hunters hunting, and/or provide dedicated hunters more opportunity. On a more professional note: How good is our species management plan if hunters can’t meet the objectives? The limiting factor in wildlife management is becoming the hunter... not the game!

When discussing any of these scenarios with agency staff, the most common response is “our regulations don’t allow for that” or “that’s not legal in our state”! Ladies and gentlemen, we change laws and regulations all the time. Why are we allowing 25, 30, even 40-year-old policies, procedures and mind-sets lead to the collapse of our entire wildlife management system and the loss of hunting as a democratic tradition? If we love hunting—we have to do better than that! †

By Lonnie Nelson, Kentucky Department of Fish and Wildlife Resources

When I was a scoutmaster, I tried to keep the number of boys in the troop between 25 and 30. The easiest way to do that was to encourage the boys who had signed up not to leave. They already had the uniform, tent, sleeping bag, and supportive parents. When boys did leave, the best recruiting tool I had was the troop. They invited friends with similar interests to join and mentored new boys to keep them active.

It's a process called recruitment and retention. I prefer to reverse that phrase.

Regardless of their mission or target audience, all organizations have the same essential problem: Can they sustain a planned number of supporters? I have seen it in the military, at colleges, in Boy Scouts of America, and now in fish and wildlife agencies across the nation.

Fish and wildlife agencies are facing massive losses of license buyers: 500,000 here, 250,000 there, 1.5 million somewhere else. The truth is that for each 100 people we had hunting or fishing 10 years ago, only about 65 are buying a license today.

Research has shown that some hunters or anglers don't buy a license every year. They may purchase their license only once every two to four years.

One priority of the retention phase is to identify these casual participants and encourage them to participate more often.

Most of us know someone who has quit hunting or fishing: They say they do not have time, cannot find a place to go, or their sporting friends moved away, became sick or passed away. What they need is an active "Boy Scout" who can lend the moral support and help keep them hunting

and fishing.

This includes introducing them to friends or relatives who enjoy the same activities and are willing to share their fishing or hunting spots. It includes going with them to help them sight in a rifle, shoot targets, or clean up the boat and tackle. It includes solidifying a sporting friendship.

You can also involve yourself with the recruitment phase. Many hunters or anglers have young people in their families. Our children, nieces or nephews may be young or grown with families of their own, but they and their families would certainly enjoy time fishing or hunting with a caring parent, grandparent or relative.

My father was my primary mentor in these sports, but my mother, uncles, four siblings, cousins and a grandmother all helped me develop outdoor skills. Lest I forget, it was not all family. Many of my neighbors allowed me to hunt on their property. Many times they grabbed their own shotgun and joined me to share the best areas.

The final stage of recruitment comes when we volunteer our time—not just to teach or organize a program—but to invite new friends from our community to "step outside" and enjoy outdoor recreation. Those who participate find they are not only helping others in life-long recreational pursuits, they have the opportunity to share their passion for the resources we enjoy.

Perhaps the easiest people to coax into outdoor activities are those who already enjoy similar activities. If people are campers or anglers, they may only need an invitation from a friend to include hunting in their outdoor pursuits.

Every outdoor sports-minded person in America can be part of this effort. We can solve the downward trend of license sales if just 10 percent of our regular license holders retain or recruit a new participant each year. Become one of the 10 percent: Find someone in your group of friends, family or community, then give of yourself. Help that person become tomorrow's mentor. +

## Thoughts on Hunter Rec

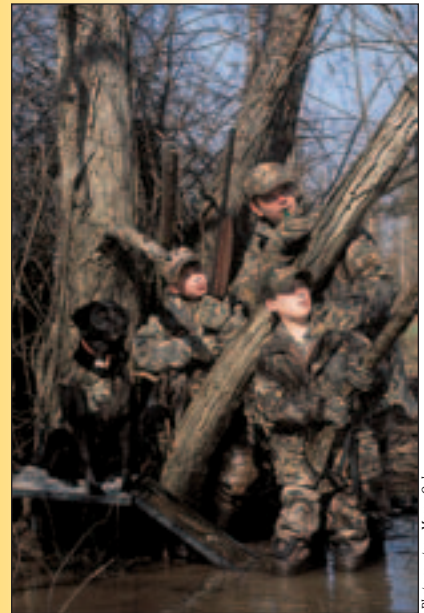


Photo courtesy: Mossy Oak

Recruiting new hunters, and keeping those already in our ranks, is a growing challenge we cannot ignore. Some of the problems appear obvious. Hunting is competing with an array of other activities for the interest and time of potential and existing hunters. Residential subdivisions continue to sprawl outward into farmland and forests, reducing readily accessible places to hunt. Costs are increasing for everything from licenses to the delivery of hunter education training. Urban families have lost touch with their hunting roots or come from cultures that have no hunting heritage.

However, other activities facing the same issues of increased cost, time, and distance appear to be thriving. Increasing numbers of young-

sters and adults are spending large amounts of money, time and energy pursuing canoeing, rock climbing, skiing, snowmobiling, golfing—to mention only a few. They travel great distances and spend large amounts of money for equipment, specialty cloth-

centers (because that's where our populations reside). They will not have a dad or a grandfather buying them their first gun and inviting them into the deer camp or duck blind. They will have been exposed to years of school and media messages associ-

perhaps opportunities, to attract these older students from non-hunting backgrounds has everything to do with portraying hunting in a manner that captures their imagination, stimulates their sense of adventure, and challenges their desire to learn. I would also argue that retaining hunters already within our ranks has a lot to do with exactly the same issues.

The appeal of hunting is an intoxicating mixture of wilderness adventure, changing seasons, learning and practicing "bush skills," the love of wild animals, the excitement of pursuit, the proficient use of gun and bow, the kill, and the enjoyment of the meat. For years, hunters have summed it all up in the simple but powerful statement, "...it's the hunt not the kill." It's these very ingredients that will reach out to future students and entice them into our hunting ranks. Our recruitment efforts should be focused on the things that make hunting attractive—not the barriers. However, effective promotion of hunting's positive messages promises to be difficult.

Those considering becoming hunters will not choose to participate in an activity they perceive as unsafe, socially unacceptable, or dishonorable. Thanks to years of hunter education, we can factually demonstrate that hunting is safe. However, I suggest that positive messages about acceptability and honor pose problems for us. In recent years, our preoccupation and acceptance of technology that enables us to kill animals with the least amount of effort, skill and time has cast a shadow over the entire hunting community. A potential new hunter, reading outdoor magazines, watching hunting shows, or observing some hunters is quickly led to the conclusion that "...it's the kill, not the hunt." I suggest that we will have trouble recruiting new hunters into an activity that is perceived as simply shooting animals.

In a recent edition of *Canadian Outdoor Sportsman* magazine writer M. Hungle reported on an electronic deer call that "allows you to make deer-action sounds, including antler rattling and scraping, walking and foraging. For added realism, the unit

By Al Stewart, Ontario, Canada

# Recruitment & Retention

ing, and membership fees. Compared to some of these activities, the issues associated with hunting appear relatively minor. The total cost for a resident Ontario small game, deer and moose license will hardly pay for a ticket to a rock concert or NHL hockey game. A trip to public lands and marshes takes no longer than a trip to ski hills or golf courses. A good set of golf clubs or a season ski lift pass can match the cost of a rifle or a shotgun. So why are those activities thriving, and why is hunting facing recruitment problems? It suggests to me that there is another, less tangible, but in the long term, more important barrier to hunter recruitment that needs to be recognized.

Numerous studies have shown us that hunting recruitment is often linked to a hunting background (family or relatives) and/or early association with hunters. That fact should cause us considerable concern because demographics show us that the vast majority of our future population will not have a hunting background. Yes, there will continue to be hunter recruitment from hard-core hunting families, but their contribution to our hunting ranks will decrease. The inescapable fact is that the recruitment of future hunters is going to be dependent on individuals with no hunting family and/or hunting culture background.

So what do we know about these individuals, and do they alter our perception of what the recruitment "barriers" are? First and foremost they will primarily come from larger urban

ating guns with violence and hunting with cruelty. These individuals will have no one encouraging them to take up hunting. They will have to make a conscious choice to investigate it as an activity they might participate in. The self-confidence to make that deliberate "choice"—and the finances to support it—also suggests they will be older, perhaps much older, than the traditional 12 -15 year old hunter education student.

The change is already happening. For example, over sixty percent (60%) of Ontario's hunter education graduates in 2002 were twenty (20) years of age and older. Close to twenty-five percent (25%) were age 35 or older. Over two thirds of all students were adult's, presumably in college or university, or with a job, many with their own families, and they most likely drove to the hunter education course in their own car. These are the same individuals who drive for hours to get to a ski hill or a golf course and spend large sums of money for equipment, memberships, and user fees. That's the recruitment pool for a large percentage of our future hunters.

If we accept that a large percentage of new hunters will have made a deliberate choice to become a hunter, are older, more educated, and more financially secure, then many of the traditional barriers of time, distance and cost need to be re-evaluated. Financial issues and lack of nearby accessible hunting areas that are barriers to new teenager hunters may not be barriers to older, mature hunters.

I believe the real "barriers," or

allows you to make two sounds simultaneously." And his happy conclusion is, "Deer came in closer than before, all with the push of a button."

And for the waterfowlers, in the October issue of *Outdoor Canada* magazine writer B. Fenson justifies the use of electronic "roboduck" because the legislation of steel shot was a "...significant technological setback" for waterfowlers, and roboduck is "...simply helping to once again level the playing field." Push of a button? Technological setback? I suggest prospective future hunters will have a hard time finding any heritage values, ethics, or honor in all of this, and decide to take up tennis instead.

Ontario's Hunting Heritage Hunting Futures group conducted a major public survey of attitudes towards hunting in 2001. One of the most startling results of the survey was that the majority of Ontario residents accepted hunting, but disliked hunters!

We are our own best ambassadors and our own worst detractors. Our image and how we portray hunting has everything to do with attracting new hunters and keeping the best of those already within our ranks.

We need to replace the current "fast food" version of killing that dominates our hunting images and messages and return to the basic values of respect for the animals, personal skill development and, above all, the adventure and enjoyment of the hunt. Those messages will resonate with a future population with no connection to the land or a hunting culture. The present focus on killing, gadgets, and weapons will not.

Hunter education instructors and government employees have an increasingly difficult task, and a responsibility, to offer an alternate vision of what hunting is all about. That vision originally brought you and I into hunting and, if we can recapture it, I

believe it will be a powerful enticement for future hunters. †



*Al Stewart owns a small consulting firm specializing in natural resources issues. Prior to starting his own business he had a 30-year career with Ontario's Ministry of Natural*

*Resources. As a consultant, he led the development of Ontario's Hunting Management Strategy and completed a strategic plan to guide the provinces' Hunting Education program into the future. He has been a major contributor to Ontario's revised Hunter Education Student and Instructor Manuals. He was the keynote speaker at the IHEA 2001 Conference in Montana.*

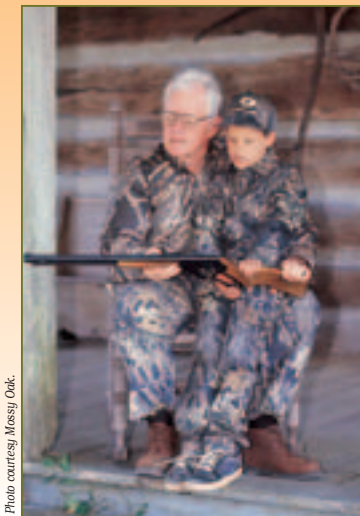


Photo courtesy Messy Oak.

# Why Hunting is Good Medicine for Youth and the Environment

By Randall L. Eaton, Ph.D., Research Associate, Circumpolar Institute, University of Alberta

The remarkable list of achievements of North American hunters and anglers is extensive; but, tragically, at the very time when the earth needs them most, the recruitment of youth into hunting is dwindling. Nine of ten hunters are now over forty, which means that in a few years recreational hunting may cease to exist. The decline in the ranks of hunters is due, in part, to a lack of understanding of the relationship between hunting and stewardship of the environment. What happens inside hunters that motivates them to work together and take responsibility for the environment? Much of the blame for our ignorance of the inner side of hunting goes to hunters and their spokesmen who have failed to articulate its psycho-spiritual dimensions.

From the perspective of economy, ecology and environmental conservation, hunting is important and justifiable. However necessary, these justifications are not sufficient to

win the day. The community of hunters has emphasized the effects of recreational hunting, not actually why they hunt or what hunting does for their development as human beings. In so doing they have left out the very heart of hunting. The impressive economic impact of hunting and its unparalleled record in environmental conservation reflect the profound psycho-spiritual influence of hunting. If we want men who respect life and take responsibility for the environment, then we must be aware of what hunting does for the male heart.

The hunt is as archetypal to males as birthing is to females. The hunt marries young men to wild animals and nature just as birthing bonds a young woman to children and life. Men are adapted to take life to serve life. Hunting itself teaches universal virtues, and the taking of life opens hearts and engenders respect and responsibility.

Both males and female may benefit much from hunting and fishing (fishing is hunting with a hook), but boys especially gain from hunting. Initiation to adulthood is inborn

and automatic for women: They leave childhood and become capable of reproduction with the onset of menses. Not so for boys who during adolescence are compelled to prove themselves worthy as men. For hundreds of thousands of years boys have proved themselves worthy by killing a wild animal of sufficient size. That demonstrates to prospective brides, in-laws and society their ability to protect and provide.

The instinct to hunt appears early in males. A German scientist examined behavior in over 60 cultures worldwide. He observed in them all that boys between the age of four and five spontaneously begin to throw rocks, often competing with one another in terms of accuracy or distance. Cultural conditioning cannot explain the boys' behavior since, in many of the cultures, adult males do not throw rocks or anything else. Moreover, girls did not exhibit this behavioral pattern. Surely boys are programmed to begin developing weapon skills early in life, a reflection of the long history of hunting among human males. We can be equally certain that the original weapons of our earliest human ancestors were rocks.

Form follows function in evolution, and the human is no exception. The male shoulder is constructed differently than the female's and better suited for throwing, another indication of the male's adaptation to hunting. Whether President Jimmy Carter or staunch anti-hunter Cleveland Amory, most civilized men killed a bird or other small animal as a child. Normally they did so before initiated to hunting, and many had never seen anyone else hunt or kill an animal. They use rocks, slingshots, bows or air rifles.

Just as females are biologically adapted to reproduce, males are adapted to hunt, kill and provide. The instinct propels them to pursue the animal, but a surprise awaits them. The same happens to a young man whose rampant sex drive pushes him towards a sexual encounter. His surprise comes when he falls in love, not at all what he anticipated. And that is the way normal human development moves, from lower to higher, in this

case, from sexual instinct (eros) to spiritual love (agape).

From sex to love and marriage the path to fatherhood tempers a man's passion, opens his heart and teaches him compassion. The path of the hunt leads from instinct to the kill. The death of the animal evokes a strong mix of emotions and self-reflection. It is an ambiguous moment for most males who, according to surveys I've conducted, feel a combination of elation, sadness and pride.

In the same way that young children spontaneously imitate the gestures, postures and sounds of animals, the young hunter identifies with the animals he hunts. He studies them, tracks them, listens for them, anticipates them, calls them, even dreams them. When the moment of truth arrives, the young man is caught off guard at the sight of the beautiful beast, bloodied, soiled and lifeless. In an eternal moment he realizes that he, too, is mortal and impermanent. At the deepest level he is stunned by the awareness that, despite all appearances to the contrary, he and the animal are essentially one, part of something far greater than themselves. It is a supreme moment of humility that launches a boy's spiritual life and connects him to nature.

The young hunter is also keenly aware that the animal died for him, for his passage to manhood and for the sustenance of his body and spirit. It is a holy communion, the original sacrificial rite that opens a young man's heart and fills him with empathy. "Thinking with the heart" means that when we hunt we learn to listen to our deepest feelings and honor them. That is why over 90 percent of the mature hunters I've surveyed report letting suitable specimens go, often because it simply doesn't feel right to kill them.

As one who serves life by taking life, the young hunter adopts a serious commitment to temper his passion, the origin of ethical life. For him the wild animal is a blessed gift. The hunt teaches a spirit of gratitude to the animals and for the gifts of nature, as well as to life itself and the divine. Most older hunters report that they thank the animals they've taken as well as the Creator.

Hunting invokes an altered state of consciousness, one of supreme alertness to the animal and the environment. It gets us out of ourselves, beyond our ego; and, as a consequence, the hunt is fundamentally a religious experience, one that reconnects us to the source. Hunting teaches the interconnection and interdependence of all life, not in an abstract, intellectual sense, but at the deepest level of knowing. Like men of hunting-gathering societies, recreational hunters know from direct experience that interdependence is a fact of life.

Because hunting reveals the impermanence of life and our own mortality, the taking of an animal's life evokes respect for all life, animal and human alike. Killing an animal teaches us the terrible extent of our power, and so it evokes responsibility.

For these reasons, leading authorities in family therapy, male development, adolescent psychology, and teen violence agree that shooting sports and hunting are good for youth. Michael Gurian, best-selling author of several books on how to properly raise boys into fine young men, agrees with Dr. Jim Rose, neuropsychologist at the University of Wyoming, that, not only is hunting unrelated to aggression and violence, it produces less violent, more peaceful men.

In a 13-year program in Idaho, delinquent boys were taken out for two weeks into the high desert where they had to survive with nothing more than a sleeping bag and a pocketknife. They learned to cooperate, to observe and study wild animals carefully, to invent weapons and traps so they could eat. The program was the most successful ever launched for troubled youth. One year after their wilderness survival experience, 85 percent of the boys had not resumed delinquency. Field supervisor, Wade Brackenbury, feels that it was the taking of animals' lives for food that most transformed the boys and engendered in them a sense of respect for life.

The meanest boy Brackenbury ever took into the wilderness was a Neo-Nazi who had beaten a black boy nearly to death with a shotgun. For

several days he tried catching a marmot, and finally caught it under a rock and speared it. He drug out the marmot and held it on his lap as it looked into his eyes. Brackenbury said, "I've never forgotten the look on that boy's face as he looked into the marmot's eyes... It looked up at him and there was kind of this light of understanding or of mutual empathy, then the light kind of went out of the eyes of the marmot and it died. And that boy started crying, just broke down and wept, and the reason he was able to feel that was that he watched that marmot for several days... he had some empathy for it..." The boy cried hard for several days, as though an abscess had opened up and drained all his hate and anger, and then was a very different boy. When he was 18 the young man returned to become a counselor in the program, according to Brackenbury, directly from this one experience, which illustrates the profound influence of the hunt on opening the heart and engendering a commitment to serve others.

Hunting teaches us that, like all lifeforms, we are dependent upon the integrity and viability of nature. Though the hunt is goal-oriented, it teaches us that all of creation functions by processes, and that we are part of the process. It engenders a "7th generation perspective," making decisions today with future generations in mind. As Athabascan elder, Peter John, said, "The animals you take are important to your grandchildren." Because hunters are motivated to "fiercely protect nature," as poet Robert Bly said, they are the leaders in environmental conservation.

Hunting teaches us to be observant and patient, to emulate nature and slow down, to "be here now" in the present moment. It teaches us that inner peace and sanity are possible in an insane world. According to Don Jacobs, a leading thinker in education, "Hunting is the ideal way to teach young people universal virtues including patience, generosity, courage, fortitude and humility."

The hunt promotes genuine self-confidence, tempered by humility and gratitude, as well as self-sufficiency. It teaches us self-restraint in the use of

lethal weapons.

The hunt naturally promotes ethics universally associated with aboriginal and recreational hunting. The First Precept of Buddhism is known as "ahimsa," which actually means "to avoid causing unnecessary harm," which to hunters means taking only what they need and using what they take. It also means minimizing the suffering of animals. The first vow of Zen Buddhism is to save all life, the equivalent among hunters of "putting back," stewardship of the environment.

The hunt submerges us in the subtle realities of life. These include the power of prayer, envisioning what we want, tempered by ethical choice. Every hunt is a prayer in motion, and seasoned hunters know that faith in the outcome has much to do with success. Hunting teaches us the significance of attitude, intention and right-mindedness.

These are some of the secrets hidden deep in hunting, the original rite of passage for which there is no substitute and the only path of initiation that marries men to the 'other' that is nature. Those who directly participate in the food chain enter into the Great Mystery of life as life and death. For them the sacred hunt is a love chain.

Just as the sex drive may lead a man to love, mating and fatherhood, marrying him to the human community, and finally to wisdom and elderhood in it, the hunting instinct culminates in kinship with the greater family of life, the biotic community. The hunt is what extends the social ethic to the land and sponsors "wise use" of it. Leopold's life history is a model for the development of a land ethic. Hunters feel they are a part of life, and that life they are a part of is sacred. Because they know life is sacred, they honor, serve, protect and provide for it. That is why hunting is good medicine for boys, society and the environment, and why older hunters are there quietly, but steadfastly, doing the real work for youth and nature.

More than at any time in the history of the world, we need men who are deeply wedded to nature, which is to say that we need men who value the

viability of the entire biological community above consumerism and the unsustainable economy that feeds it. Hunters are such men. Their unparalleled performance on the front lines of conservation makes them the ideal model for a world in crisis.

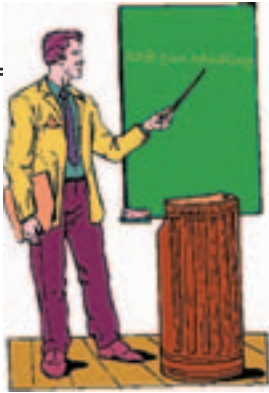
The ancient Greek story of Narcissus makes the point well. Narcissus was hunting with his young friends when he left them and went to a pond where he saw his face reflected. He fell in love with himself, but his fate soon followed in the form of suicide, the cost of turning one's back on nature, which is exactly what civilization has done. Like Narcissus we suffer from undaunted pride; and if we do not rejoin our hunting companions, it may destroy us.

For me the edge of deteriorating Western culture is nature, which shrinks as our abusive, exploitive culture expands. At the edge of culture are the wild men and women who communicate with animals, fight to protect wild places and work to pass on the original human culture, hunting, a culture founded squarely on nature and harmonized with human nature. When culture does not harmonize human nature with nature, it is doomed to failure.

Most older hunters I've surveyed feel that hunting has contributed significantly to their sense of inner peace. I suspect that inner peace is the very foundation for world peace, sustainable economy, healthy biosphere and human health.

Among the greatest gifts we may give is to inspire enthusiasm in others. Inspire means "to set on fire," and enthusiasm means "the God within." If you want to be inspired with enthusiasm, attend a hunter educator banquet and observe the wild mentors, elders from the edge committed to the protection of great fortunes and the provision of gifts for our youth. If the truth be known, the heart of the hunter holds the keys to the future of human culture. The intelligence of the heart will bring us home. We salute you, hunter educators! ✦

Contact Randall L. Eaton at [reaton@eoni.com](mailto:reaton@eoni.com) or at PO Box 280, Enterprise, OR 97828. 541-426-2047/8133. [www.orcaprojectone.com](http://www.orcaprojectone.com).



## Teaching 101

# Teaching the Mechanically Challenged

By Robert Paddon, former CORE Coordinator, British Columbia Wildlife Federation

**For those of us who teach firearms safety, we generally have no difficulty in picking up any type of firearm and operating it. It is just second nature to us. We have, over time, gained the mechanical ability and knowledge needed to operate firearms.**

**Why then do some of our students seem to be mechanically challenged? It simply may be that the firearm is a foreign object to many students and you may not have given the proper instruction.**

Let's face it, many students have never seen a firearm before they attend a Hunter Education or Canadian Firearm Safety Course. I have seen where firearm instructors have stood up in front of a class and proceeded to show a student how to **PROVE** a firearm safe as the first lesson. (see graphic, right)

I subsequently observed students leaning over and talking to each other asking each other "What is a muzzle, feeding path, chamber, bore?" They are sitting way in the back of the classroom and, without the aid of binoculars, cannot see your demonstration. Maybe it is time to change the manner in which you teach firearms handling.

I find it very helpful to show the parts of a firearm on the overhead projector first. All the students can see the images if you have set up



## PROVE

**P**oint the firearm in the safest available direction.

**R**emove all cartridges.

**O**bserve the chamber.

**V**erify the feeding path.

**E**xamine the bore.

your classroom accordingly. Indicate to them that the overheads are also contained in their manuals and they can read the manual later.

Once I have shown the various parts and actions on the overhead projector, I pick up a firearm and start asking questions. Point to the

barrel and ask, "What is this part and its purpose?" Start to generate two and three-way communication with your students.

Then walk around the room and demonstrate the parts to the students. Normally a U-shaped or open-box classroom setup works the best for this.

Once you have taught all the teaching points, the students should be able to understand how to PROVE a firearm. Now you can demonstrate the PROVE procedure for a particular type of action.

Then, to reinforce your teachings, have a student

*Continued on page 38*

Breakdown your lesson plans so the sequences of your teaching points are like building blocks. Determine how many building blocks the student must learn in order to PROVE a firearm safe. Some of your teaching points/building blocks could be:

- Identify and name the parts of a firearm and their purposes.
- Show the various types of firearms actions and their related parts.
- Show various types of ammunition.
- Discuss the proper method to approach and pick up a firearm.
- Discuss what is deemed a safe area to point a firearm.
- Explain if the action will open if the safety is on.
- Explain how much force is needed to operate the bolt handle or lever.
- Explain what is the best method to use your muscles in order to gain the maximum mechanical advantage.
- Explain how many times you should pump the action.
- Explain the various methods used for bore inspection.

When you go through these teaching points, think about how you will deliver the information. What media will you use? How will you affect the student's senses?

## Venison Lime (or other citrus fruit) Marinade

### Ingredients:

- 2 to 4 lbs. venison
- 1 teaspoon lime zest
- 1/2 cup freshly squeezed lime juice
- 2 tablespoons extra-virgin olive oil
- 1 teaspoon ground cinnamon
- 1/4 teaspoon black peppercorn
- A pinch freshly grated nutmeg
- 1 teaspoon garlic powder
- 1 sprig thyme

Preparation: Combine all ingredients except meat, Marinate meat overnight in the mixture. Cook venison 4 or 5 minutes per side on grill. Serves two.

Recipe courtesy of Tim Lawhern, Hunter Education Administrator,  
Wisconsin Dept. of Natural Resources.

Tim Lawhern  
Journal, Winter 2004



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## Stir-fry Venison

### Ingredients:

- Cut venison into small strips.
- Choose your favorite salad dressing.
- Combine both in a plastic bag, using just enough salad dressing to coat the meat.
- Place the plastic bag in the refrigerator and periodically shake it to make sure the venison is well coated. Leave it in the refrigerator for at least a full day, longer for tougher or stronger flavored meat.

### Preparation:

Heat vegetable oil in a cast-iron frying pan or a wok until suitably hot. Cook the salad dressing coated venison for 3 to 4 minutes, stirring as needed. (Use caution placing the venison strips into the oil.)

Recipe courtesy of Larry Leigh, Hunter Education Coordinator, Whitehorse, Yukon.

Larry Leigh  
Journal, Winter 2004



## 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: [susie@iheacom](mailto:susie@iheacom); or via regular mail to: IHEA, Wild Game Recipes, P.O. Box 490, Wellington, CO 80549

Donors contributing 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.

## Kansas Patches Chronicled

The state of Kansas began issuing their first hunter education patch to course graduates in 1973. This patch featured a buffalo in the center with the words, Kansas Safe Hunter, in white lettering. The background was red. Royal Elder, the first hunter education coordinator for Kansas, likely created this first Kansas design. A matching red instructor rocker tab was created to go with this first design. It could not be determined whether red Master Instructor or Assistant Instructor rockers were created for this patch.



The second Kansas issue in 1985 only made minor changes to the original design. The red background color was changed to orange with a black outside border. A matching orange instructor rocker was issued for instructors.

In 1987, the design was changed slightly to include the wording, Hunter Education, instead of Safe Hunter. This is the patch now issued to all graduates.



There are several rocker tabs that coordinate with this current patch.



An Area Coordinator rocker was issued to volunteer instructors who accepted additional responsibilities of recruiting and teaching new instructors as well as coordinating classes within their respective area of the state.

A Master rocker was awarded to instructors recommended by their peers as worthy of additional recognition. An Assistant rocker was for younger "non-certified" people who wanted to help with classes. This rocker is no longer issued, as the minimum age for instructing is now 21 years of age.

The current instructor rocker was created for use with the 2nd orange design and is still in current use today.

Another unique rocker contained a single star. This rocker was issued to a student if he or she were recommended by a landowner for a particular ethical behavior.

The student's instructor then also received this star. This was a very limited program and this rocker is no longer issued.

In celebration of 30 years of hunter education, Kansas created a commemorative patch in 2003. These were given to graduates of hunter education classes in 2003. Fifteen thousand were produced and all have been distributed. Dustin Teasley of the Kansas Department of Wildlife and Parks produced this 30th year commemorative design.



In 2000, an Advanced Instructor Training patch was issued to instructors who participated in the Kansas advanced training programs. This patch was designed by Stacy Hageman, KDWP Hunter Education Administrative Assistant.

A Charter Instructor patch was issued in 2003 to approximately 90 Kansas instructors who have been active since 1973. It was a limited-edition patch and only 125 were made. This patch was also designed by Dustin Teasley.



In 1982, Kansas issued a Furharvester Education patch to graduates of that program. A matching Instructor tab goes with the graduate patch. No Kansas patch was ever issued to graduates of the bowhunter education program.

Kansas has approximately 1500 instructors who certify about 12,000 students per year.

My thanks to Wayne Doyle, Hunter Education Coordinator, Kansas Department of Wildlife and Parks for his help in putting together the history of Kansas'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.*

# IHEA INSTRUCTOR RESOURCES

- Collectibles • Teaching Aids • Resource Materials
- Incentives and Awards



**NEW for 2004!**

Look for this new patch to become available at the 2004 IHEA Conference in San Diego, CA this May!



Ten Commandments of Firearm Safety Patches/Pins currently available:



2000



2002



2001



2003

\*Be sure to collect all 10 of these limited edition patches as they become available!

For a complete Instructor Resource catalog, call us at (970) 568-7954, or send a self-addressed stamped envelope to:  
**IHEA Instructor Resources, P.O. Box 490, Wellington, CO 80549**  
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## IHEA Endowment - 10 Commandments of Firearm Safety Limited Edition Commemorative Patch/Lapel Pin Order Form

Please Print Name: \_\_\_\_\_

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Indicate Patch(es) ordered @ \$10.00 ea:  2000, Qty \_\_\_\_\_  2001, Qty \_\_\_\_\_  2002, Qty \_\_\_\_\_  2003, Qty \_\_\_\_\_  2004, Qty \_\_\_\_\_

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Method of Payment:  Check # \_\_\_\_\_ Amount Enclosed: \$ \_\_\_\_\_

MasterCard  Visa Card # \_\_\_\_\_ Expiration Date: \_\_\_\_\_

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## Teaching 101

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come up and PROVE a firearm safe. Once they have picked up the firearm and "Pointed it in the safe direction," stop them. Ask them to identify the various parts of the firearm. If they cannot answer the questions, get their fellow students to give them the answer.

**Once you have taught all the teaching points, the students should be able to understand how to PROVE a firearm. Now you can demonstrate the PROVE procedure for a particular type of action.**

Now have the student complete the PROVE procedures. Ask the other students if they saw any errors with that student's demonstration, or you could have the students sitting down explain the PROVE procedure as the student demonstrates it.

Tell the students that they will all have to learn how to PROVE all the firearms actions, that they will need to practice the PROVE procedure in order to pass the exam at the end of the course.

I find this teaching method a great way of turning mechanically challenged students into mechanically inclined students. You have created two and three-way communications with your students. You have shown, explained, and demonstrated the sequence and reinforced it to ensure the students have learned the sequence. You have stimulated various senses such as sight, hearing, and touch.

So before you teach your next class, sit down with your fellow instructors and determine the sequence and teaching methods to be used for any subject in order that the student can gain the knowledge and skill required.

One exercise you might wish to do with other instructors, as part of your professional development, is to teach someone how to perform a simple, everyday task such as putting on a pair of boots. The key point in this exercise is that you cannot look at the student or demonstrate the task to him or her. You are talking to them on the phone.

This exercise will give you a real understanding of the various teaching points or building blocks needed in order for someone to perform what we consider a simple everyday task. †

## Wearing Your Survival Kit

In hunter education we are always told to carry a survival kit when going into the outdoors. The survival kit should be small and light so it can be easily carried at all times. It only makes sense to be prepared.



as I have a tendency to leave the survival kit in the cab of the truck. I also have found that it is uncomfortable to wear or carry a backpack or fanny pack. Lately I have stopped carrying my survival kit and have instead been wearing it. I have started to use a survival vest.

I have traditionally carried my survival kit in a backpack or fanny pack. This has been less than desirable



This survival vest was bought locally at an industrial clothing supply store for \$55 Canadian. It has numerous pockets and pouches that allow me to carry my hunting licence, wallet, and survival kit requirements. I have found that the survival vest has several benefits over the traditional backpack or fanny pack:



- It can be comfortably worn in the cab of the truck.
- The weight of the contents is spread more evenly over the body.
- In cold or rainy weather a jacket can easily be put over it.
- It has mesh that allows your body to breathe through the garment.
- It has side draw straps so you can adjust the garment to fit snug or loose to your body.
- You have a pouch in the back to carry game birds.
- It is lightweight and easily washable.
- The vest will not interfere when carrying a rifle in the sling carry position.
- Less chances of getting snagged on trees or shrubs when walking through the bush.
- The vest is comfortable and fashionable enough so it can be worn around town.
- The vest can be used for other activities such as photography or shotgun shooting.
- The survival vest allows enough space to carry the minimal equipment needed for a survival kit.

When it comes to minimal equipment needed for a survival kit, remember a survival kit must provide for the basic needs: shelter, fire, a way to signal or communicate, and water. While commercial survival kits are available, I have always just looked around the home and obtained my resources for what I want in my survival kit. After all, a survival kit is a personal item. It should be adjusted to reflect the activity and time of year.

So before your next outdoor adventure, think about your survival kit requirements and plan to carry or wear it in the outdoors. There are lots of options to choose from.

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