

# APPENDIX A

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## **KEY EXCERPTS, POINTS, AND ISSUES IN BEYOND FAIR CHASE**

The following excerpts from the book *Beyond Fair Chase* are intended to assist instructors in identifying key segments of the book for their students. The material is **organized in page number sequence** and key words and phrases are in **bold type**.

PAGES 1-5, "A Story From the Gallatin Range"

page 4. "...from knowing **the hunter's first concern was to do what was absolutely right**. Doing right, at the critical moment, was more important than killing a fine bull elk. **There was a doubt, so the boy did not shoot**. In time he would realize that **the hunt had already been fulfilled**."

pages 5-6, Leopold's quote

page 6. "...view. **Aldo Leopold**, a thoughtful person and the **father of American game management**, once wrote:"

page 6. "...the hunter ordinarily has no gallery to applaud or disapprove of his conduct. **Whatever his acts, they are dictated by his own conscience**, rather than a mob of onlookers..."

page 6. "This book is about hunter behavior, or hunter ethics. **Its purpose is to emphasize the hunting experience—its importance and its meaning—and to remind all hunters of their responsibility to respect and care for all wildlife**."

PAGES 7-8, Introduction

page 7. "**The most important measure of hunting success is how you feel about yourself—how you feel when...**"

page 7. "...activities that follow. In short, **feeling good as a hunter depends on how you think, what you value, and how you conduct yourself**."

page 8. "The important point is to always make the best of what you do, **always keep trying, and always keep improving**."

PAGES 9-14, "The Place of the Hunter"

page 9. "**Today, most people in the world do not have the opportunity to be hunters**. Chances are, they..."

page 11. "Early in American history, **the Supreme Court ruled** that property that once belonged to the king had passed to all the people. This meant **that wild animals in this country belonged to all the people—equally**. This was an important decision."

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page 11. "...kill and sell them. **Regulation and limits didn't seem necessary because wildlife was so abundant. As a result, enormous numbers were killed for commercial purposes.** Their hides, meat, ..."

page 12. "It was at that point **some Americans concluded there had to be a better way.** They believed that wildlife could and should be restored and conserved. **These people were—almost without exception—hunters.**"

page 13. "There are five important things to remember about your role as a hunter." *Refer to first through fifth points listed on page 13.*

page 14. "...wildlife belongs to all the people. **The future of hunting depends upon how the majority of people view hunters.**"

PAGES 15-16, "What Is an Ethic?"

page 16. "With this in mind, the definition of **an ethical hunter** becomes: **A person who knows and respects the animals hunted, follows the law, and behaves in a way that will satisfy what society expects of him or her as a hunter.**"

PAGES 19-26, "Knowing and Respecting Wildlife"

page 20. "There are two steps in learning about the animals you are going to hunt. **The first is to study wildlife just as you would any academic subject. The second is to go afield and get acquainted with the animals and the places where they live.**"

page 22. "**Hunting is not a contest** or a public performance, but practice is important to hunting as well. The objective is to **become familiar with the places you hunt, the animals that live there, and the way you should react in hunting situations.**"

page 23. "You need to be familiar with the field, the woods, the marsh, the forest, or the mountains where you hunt. **If you work hard and long at this aspect of hunting, you can become a part of the place you hunt.** You will sense when you start to belong to the country."

page 25. "There will always be something to learn. **If you are a new hunter, finding a teacher—a mentor—may be the best thing that can happen to you.**"

PAGES 31-46, "The Ethics of Preparation"

page 31. "...physically and psychologically fatal. **Once an arrow is loosed, or a bullet fired, no force on earth can call it back.** It is final."

page 32. "...designed to kill. **What it kills will be your responsibility.** Habits that may have developed when guns were not real will have to die. **The ethical hunter will master the rules of firearm safety.** The responsibility is personal..."

## APPENDIX A (CONTINUED)

- page 35. "...achieve this objective. **The ethical hunter will constantly work toward the ideal of making all shots on target and instantly fatal.**"

page 39. "...to wild places. **Today's hunter has to learn how to function in wild country.** A hefty effort is required..."

page 41. "...the ethical choice. **Physical capabilities differ;** you should evaluate yours honestly and **select a hunting challenge within your ability and condition.**"

page 43. "Just as ethical hunting is based on appreciating and respecting wildlife, **ethical behavior on private land starts with appreciating and respecting the landowner.**"

page 45. "Like firearm and bow safety, there are rules to follow to help get along with private landowners." *Refer to list of rules beginning on page 45.*

### PAGES 57-62, "Fair Chase"

page 57. "**Fundamental to ethical hunting is the idea of fair chase.** This concept addresses the balance..."

page 61. "...pursue animals fairly, the ethical choice is clear—we pursue them on foot. **The ethical hunter never chases or harasses wildlife with a machine.**"

page 61. "Likewise, **luring animals with bait or hunting in certain seasons sometimes is viewed as giving unfair advantage to the hunter.** While local..."

page 62. "In each case **an individual choice must be made as to what sustains fair chase and what violates that concept.**"

### PAGES 63-68, "A Story About Bucks of Lost Hat Pass"

page 66. "As for the hunter, **she had no urge to shoot.** Although it was her first opportunity to take a fine animal, **she was content to just admire them.** One by one..."

page 67. "She savored the hunting experience and let the bucks pass. The lesson is that **it is up to you to decide when you are ready to kill.**"

page 68. "If there is a **sacred moment** in the ethical pursuit of game, **it is the moment you release the arrow or touch off the fatal shot.** As a hunter..."

### PAGES 70-75, portions of "Deciding to Shoot," and "Wounding"

page 70. "For every hunter it is a good practice to **let an animal that could be killed pass without harm every now and then.** This is a way in which **you can demonstrate to yourself what is most important about being a hunter.**"

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page 74. "Ethics demands that **the animal be pursued, found, and its suffering ended**. There will be..."

page 75. "...no way of knowing if a wound is fatal or not, so **every animal must be pursued as if it were suffering a mortal wound**."

PAGES 89-93, "Care and Beyond"

page 90. "...matter of survival to utilize what was killed. Today, **using what is killed is essential to ethical hunting**."

pages 90-91. "**Under all circumstances, the ethical hunter cares for harvested game in a respectful manner**, leaving no waste. Field dressing has..."

pages 91-92. "...**show respect for the animal taken**. In transporting dead animals, it is also a time to **be sensitive to the feelings of other people**, many who do not hunt, and some who are critical of hunting. **Any dead animal in transport should be discreetly covered**. If the..."

PAGES 93-100, "Trophies"

page 94. "...our future. Above all, we should realize that **any animal taken by ethical hunting is a trophy**."

page 96. "The basic idea of a **trophy** is the pursuit of **an animal that has grown to maturity by having survived both nature's limitations and many hunting seasons**."

page 98. "**Hunting is not a contest between humans**. Trophy scoring and..."

page 99. "...notion of game animals. **For the hunter, the display of a trophy is a reminder of the hunt and a way of extending the appreciation of the experience and the animal**. In this respect every animal ever taken is a trophy."

PAGES 109-112, "The Evolution of the American Hunter"

pages 109-110. "...we return as hunters. **As hunters we enjoy the rare privilege of participating in the natural process rather than only observing from a distance**. We become, for a time, a predator."

page 112. "...hunting environment. **Cultivating a profound respect for wildlife and the land will affect how we behave as hunters, how we act as citizen conservationists, and how the public perceives us**. That, in turn..."

# APPENDIX B

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## GLOSSARY

- Advantage**—any state or means favorable to some desired end; upper hand.
- Behavior**—manner of behaving; actions; conduct; manners.
- Conduct**—in this case, behavior; deportment; way that one acts; also, to manage; control; direct; carry on.
- Doubt**—to disbelieve; to hold questionable; to be in a state of uncertainty.
- Ethic**—a body of moral principles or values associated with a particular culture or group. An aspect of human character and conduct dealing with the distinction between right and wrong, and moral duty and obligations to the community.
- Fair Chase**—“fair chase” hunting demands that a hunter shall always give a quarry a fair chance to escape being shot.
- Habitat**—an area in which all things necessary (food, water, space, etc.) are found so that a species can survive.
- Harvest**—in this case, the scientifically regulated annual kill made by hunters.
- Image**—a mental picture of any object or person; a representation of a person or object; in this case, the perception non-hunters have of hunters and their rules of conduct.
- Kill**—to cause the death of; to put to death.
- Law**—a rule established by authority; a body of rules the practice of which is authorized by a community or state.
- Market Hunting**—unregulated and unrestricted hunting for commercial purposes. In the 19th and early 20th centuries, market hunters killed and sold animals for their meat, feathers, and pelts. This now illegal practice was enormously destructive to many wildlife species, including deer, waterfowl, and bison.
- Mentor**—an experienced, prudent, and wise advisor; a role model.
- Perception**—the faculty of obtaining knowledge through the senses; by seeing, by hearing, by feeling.
- Predation**—the act of preying on other animals; the act of hunting, killing, and eating other animals for food.
- Predator**—an animal that hunts, kills, and eats other animals for food.
- Prey**—any animal hunted and killed for food by another animal; a victim.
- Privilege**—a special right or advantage.
- Respect**—to feel or show honor or esteem for; consider or treat with courtesy.
- Responsibility**—condition, quality, fact, or instance of being accountable; obligation.
- Self-respect**—a proper respect for oneself, one’s character, and one’s behavior.
- Trophy**—animal parts, typically antlers, horns, hides, or mounted heads displayed as mementos of the hunt; also (unfortunately) sometimes displayed as evidence of hunting prowess.

# APPENDIX C

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## **LESSON II SUPPLEMENT, Alternative #1**

### **Hunting Success Comes in Different Ways—Role Playing Skit**

Skit (role playing exercise)—the scenario is: Two young hunters among a group of friends are sharing their hunting stories. They have just been involved in much different hunting experiences. One of them got a deer but the other didn't. However, as we listen to their two stories, it becomes evident that they both has successful experiences.

#### **Objective:**

To analyze two different hunting experiences by young hunters and through this role playing skit and the follow-up discussion, come to the realization that there is much more to hunting than just the killing of an animal.

#### **Preparation:**

If room allows, set up a small table and four chairs at the front of the room or in a spot where the class will be able to see and hear. This skit may also be acted out with the players standing together as a group. Make five copies of the script.

#### **Procedure:**

The instructor describes the skit as a role-playing exercise involving two first year hunters sharing their hunting stories with each other and two of their friends. The two hunters have very different experiences. The class will have an opportunity to analyze the differences and discuss their views at the conclusion of the skit. Ask for volunteers to act out the skit as follows:

- First hunter named "Jamie" (boy or girl)
- Second hunter named "Cody" (boy or girl)
- Friend #1
- Friend #2
- Narrator

Have the players take their places at the table or in a group up front. The narrator will be standing off to the side of the others. Hand out copies of the script to the players. Allow a couple of minutes for them to familiarize themselves with their parts and ask you for any clarification if needed.

After a couple of minutes they should be ready. Ask the narrator to start with his/her opening narrative which will set the stage for the interactive discussion by the other players.

At the conclusion of the skit, thank the players and ask them to return to their seats. Ask the class to identify what they feel were significant experiences that they would consider measures of a successful hunt. List these on the board. Once all ideas are out and listed, review the list pointing out which hunter enjoyed the most experiences. Conclude with a discussion of fulfillment and rewards gained from hunting.

## APPENDIX C (CONTINUED)

### **Script: HUNTING SUCCESS COMES IN DIFFERENT WAYS**

**Narrator:** It is Monday, following the close of deer season. Two hunters, Jamie and Cody, are in the school lunch room with their friends discussing their recent adventures.

**Jamie:** I have had the greatest time hunting. I got my buck less than an hour after daylight on opening day.

**Cody:** Well you were luckier than I was. I didn't fire a shot.

**Friend #1:** Wow, that would be a bummer—spend all that money for a new rifle and have to get up at 5:00 in the morning and not even fire a shot!

**Jamie:** I went with my Dad to a farm where hardly anyone else hunts and it was so easy; we just waited until legal shooting time and walked about a quarter of a mile through some woods to the edge of a field. There were six deer, including a nice buck, right there close to us. It was so easy.

**Friend #2:** Did it die right away when you shot it?

**Jamie:** Yeah. The buck was the closest one to us. I kneeled down and used a stump as a rest. As soon as I got him in my scope he turned broadside, giving me a perfect shot. He went right down and didn't move after that.

**Cody:** I went out with my uncle on opening day. We sure didn't have the same kind of luck as Jamie. We went to a place where my uncle had hunted for the last twelve years. On opening day we saw three deer running away through the trees with their tails waving in the air. There was no chance to shoot, but it was neat to see those white tails waving like that.

**Friend #2:** Was that the only time you went hunting, Cody?

**Cody:** No, I went with my uncle four more times. He took me to this place where he said my grandfather had shot a huge buck twenty years ago. It was a really thick woods with a swamp on one side. My uncle showed me some tree branches with the bark all torn up and rubbed off. He told me that a buck had been polishing his horns in preparation for the rut or mating season. Close by there were some real fresh tracks with a scrape mark on the ground where a buck had marked his territory. My uncle showed me how to tell a buck's track from tracks made by a doe.

**Jamie:** Did you see a buck there?

*(Script continued next page)*

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**Cody:** No, but we saw some bear tracks and a dead tree the bear had torn to pieces, my uncle said, to find some bugs to eat. I can't believe something as big as a bear can live on bugs.

**Friend #1:** Did you ever see the bear?

**Cody:** No, my uncle said the tracks were several days old. But I kinda worried about that bear, especially on our next trip, when we were even farther back in the same woods and my uncle had me sit by the edge of a clearing while he made a circle around to see if a deer might come out where I could see it. Like, I really felt alone at first, I wasn't really sure I knew the way back out of those woods without getting in the swamp. After a while, though, I kinda got my directions straight and started feeling better about being there alone. About then is when the coolest thing happened; three grouse flew out of the trees and landed near me. They had no idea I was there! I just kept real still and watched them until my uncle came back.

**Jamie:** Come on, Cody, tell us about seeing some deer. That's what you were hunting; that's what you were out there for, anyway. Didn't you even get a shot?

**Cody:** Well, on the last day, in fact it was yesterday, we had six deer walk within seventy-five feet of where we were sitting: One of them was a buck, too!

**Friend #2:** Cool. Did you shoot?

**Cody:** I was so excited to see those deer come right towards us and get so close, especially when I saw antlers and knew that this might be my chance to get a legal buck. I tried to get a clear shot at the buck. They weren't standing still, they were walking by us, moving all the time. I just couldn't get a good clear shot, partly because the other deer were so close to the buck. Before I knew it, they were gone! My uncle said it was okay, I had done the right thing. I didn't shoot because I didn't think I could shoot the buck without hitting another deer.

**Friend #1:** Bummer; all that effort and nothing to show for it. I'm not sure about this hunting. Why bother?

**Jamie:** It's not always that way. Look at me; I didn't have to put much effort into it at all. I love it. I can't wait until next year.

**Cody:** I love it, too. You know, even though I didn't get a deer, I think I'm more excited about hunting than ever. In fact, before next season, I'm going to go out and look for areas with scrapes and game trails. I can't wait until next year, either.

**Narrator:** The bell has rung. It's time to get back to class. As Jamie and Cody and their friends leave for class, one of the friends has a last word for us all to consider.

**Friend #2:** Even though Jamie got a deer, I'm not sure he was actually more successful than Cody. Cody, you had a lot more interesting experiences and actually did more hunting.

-END-

# APPENDIX C

## LESSON II SUPPLEMENT, Alternative #2

### Caramelita Hunt

#### Preparation:

The prey (wrapped caramels) should be planted in a selected habitat before the beginning of the class. Try to use a different area, room, lawn, parking lot, etc., so students don't accidentally find one ahead of time. The area should be large enough that the instructor can control the perimeters. Hide the prey well, here and there or some in groups.

#### Procedure:

Tell the students that they are going on a hunt for an extraordinary little creature called a caramelita. DO NOT TELL THEM WHAT A CAMELITA IS. Say, "These small creatures are very slow-moving and may actually be related to snails. Some people cook them, but most prefer to just skin them and eat them raw. The skin is very thin and easy to remove so it can be done without a knife." Remind students that they are the predators and since predators do not usually help each other, to keep their captures a secret from the others. In order to survive as a predator, each student must show proof of having taken at least one caramelita during the hunt. Keeping the skin will serve as proof.

Take the group to the hunting area and point out the boundaries. Have participants form a line facing the hunting area. Tell them they have about 30 seconds to be successful. Stop the hunt when you see that about 10% of the students have captured prey. Have all hunters return to the starting line. Caution them not to show their prey to anyone or to tell them what they have caught. Have the successful predators step forward and show that they have actually caught caramelitas.

Announce to the group that these were the successful predators, so they will be able to survive and hunt again. The others will die of starvation. Explain that survival rates of young predators are about 10-20%, so the kind of survival rates here are about normal. Allow the successful hunters to hunt for another 30-second period. Almost all will be successful on the second hunt.

Ask the group, "What makes a predator successful?" Anticipate answers like: knowing what to look for; knowing where to look; covering a large area; being faster than competitors; and recognizing prey.

Ask the group, "What makes the caramelita successful?" Answers: remaining motionless; blending in; hiding well; and being small.

Discuss both predators and prey. Discuss man as a predator—early man versus modern man. Hunting is natural, in fact an important aspect of early man's survival in that early man competed as a predator. Competition is no longer an appropriate aspect of modern man's hunting ethic. We hunt for our individual satisfaction, enjoyment of the out-of-doors and connection to our past; not to compete for survival or status.

#### Variations:

1. Set a bag limit on a number of caramelitas that can be taken. By making them obvious and abundant; or difficult to find but abundant; or by clueing a few students in on the game, you can show how bag limits can be used to spread the potential for harvest among the owners of the common resource.
2. Limit the area in which the hunt may take place, designating areas outside the hunt zone as parks closed to hunting. Place obvious and abundant prey outside the open area, tempting the participants to violate the park boundaries. Use that situation as a springboard for discussion of ethics and related topics. It might be useful to have appointed a person (in secret) as a violator (you should not be able to see the violation) and see if that has an effect on the other participants; e.g., do they use peer pressure to force conformation to the rules, report the violation, or resort to following the example of the violator.

*(Caramelita Hunt adapted with permission from the 4-H Hunting Curriculum)*