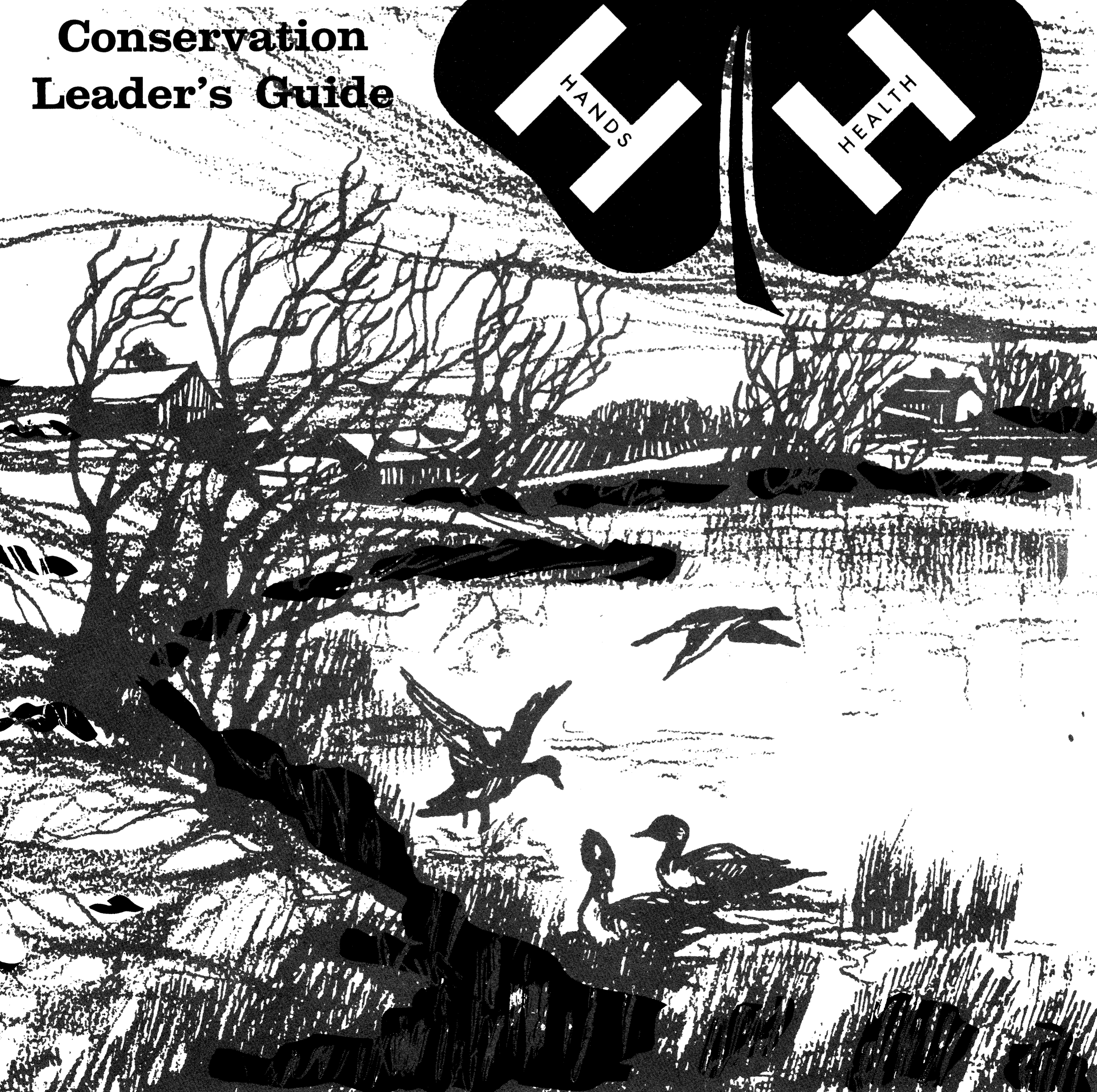
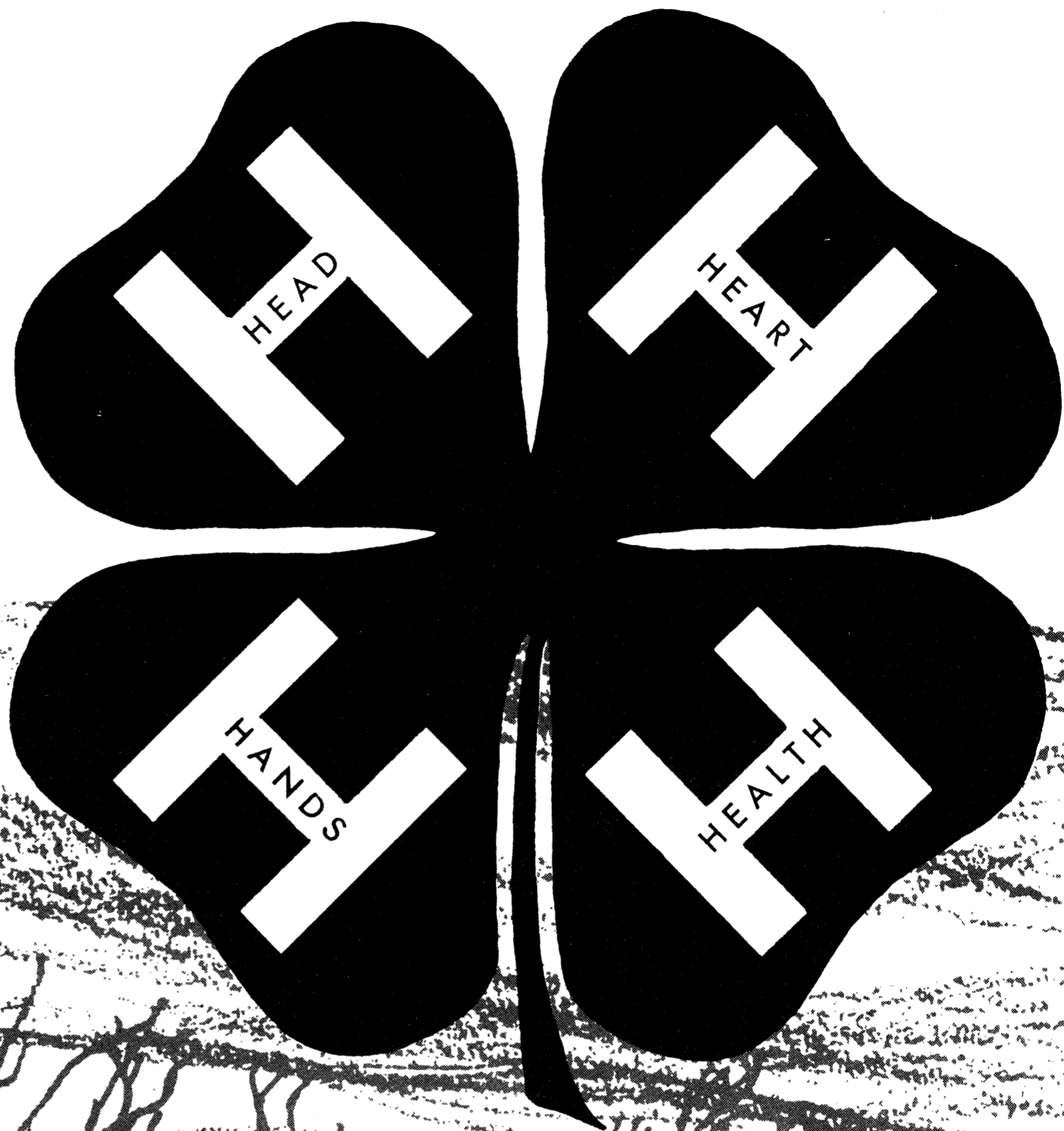


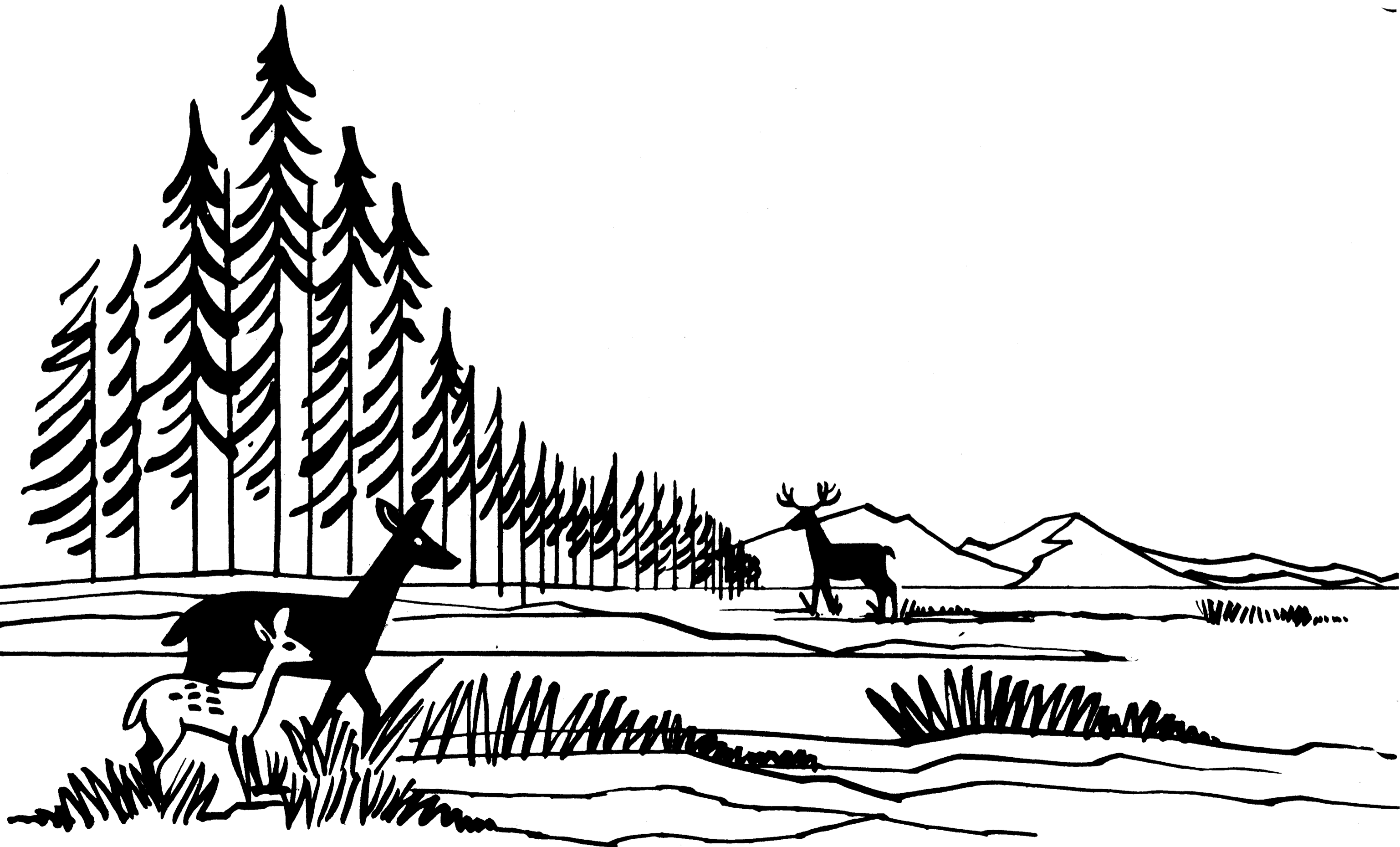
4-H Wildlife Conservation Leader's Guide





Conservation Pledge

I GIVE MY
PLEDGE AS AN AMERICAN
TO SAVE AND FAITHFULLY TO
DEFEND FROM WASTE THE
NATURAL RESOURCES OF
MY COUNTRY - ITS SOIL
AND MINERALS, ITS
FORESTS, WATERS,
AND WILDLIFE



4-H WILDLIFE CONSERVATION

“The conservation of wildlife in America is no luxury, any more than the conservation of our soil is a luxury. We might do without topsoil, but only as we were willing to accept a very low standard of living and a precarious future. We could do with less wildlife, but would be a poorer nation without it. Hunting and fishing, profit in the till from the wildlife harvest, aesthetic appreciation of wild creatures by those who neither kill nor profit—all these are traditional in America. Yet none of these things, in themselves, so convinces us of the value and necessity of wild animals as the knowledge that without them something would be fundamentally wrong, seriously out of order. We want wildlife not only for its immediate usefulness, but also for the part it has played in our civilization and the influence it exerts upon us and the environment of which we are a part.”—(*The Land and Wildlife* by Edward H. Graham. Oxford University Press, 1947).

The purpose of this project, then, is to instill in 4-Hers the responsibilities of understanding and conserving their resources for their own welfare and pleasure, and for the good of future generations.

The 4-H boy must be conservation conscious. He is the future civic and business leader. He is also the hunter and fisherman of the future. If he has conservation knowledge he will be better equipped to handle the ever-increasing conservation problems.

Today's 4-H girl will be the home-maker and teacher of tomorrow. Perhaps her only opportunity to learn about conservation will be through this project. If she is to serve intelligently in the affairs of her home, community, and nation, she must recognize the importance of natural resource conservation.

IDENTIFICATION OF AGE GROUPINGS

The problem confronting leaders of boys and girls is to create situations in which the young people find satisfaction for their basic human needs and wants. Boys and girls need experiences that will give them a sense of belonging, achieving, becoming independent, and giving affection. To accomplish this, club members are placed in three age groupings, namely: PRE-TEENS (ages 9 to 12); EARLY-TEENS (ages 12 to 14); and SENIOR-TEENS (ages 14 and above).

AWARDS

Awards are offered to encourage greater effort by club members. In every project certificates are awarded to the individual for the completion of a project and to county, district and state winners on the basis of the best project summary record. Each year the winners of the district wildlife demonstrations receive scholarships to 4-H Club week and the state winner receives a savings bond. These awards are sponsored by the North Carolina Wildlife Resources Commission. There are other award possibilities. How about a wildlife exhibit at the county fair? At state fair? Explore and find others.

YOUR ROLE AS WILDLIFE CONSERVATION PROJECT LEADER



INTRODUCTION

What is conservation? There are those who believe that conservation is strictly a hands-off-policy—don't touch; don't use. This is wasteful. Actually, conservation is hard to define. It is a state of mind—an insight into nature and the recognition that man is a part of nature with responsibility for its welfare. In practice, conservation may be defined as wisely managing our resources to the greatest benefit for the most people for the longest possible time. It can also be considered as leaving our earth richer and more productive than we found it.

Does wildlife have value? Let's take a look at the effect of our game and fish on North Carolina's economy. In 1949 the amount of money spent by hunters and fishermen in this state was over 46 million dollars. Today the figure is an estimated 100 million dollars. Who receives the money? Everyone: the sporting-goods dealer (including the local hardware store), the filling station operator, the motel operator, the cafe proprietor, and the pond and farm owner. Of course, there are many others who also benefit.

Wildlife has recreational value. Hunting and fishing are obviously important pastimes, but there are others equally important. How about the person who enjoys observing and photographing wildlife? Is it not valuable recreation to him?

There are also aesthetic values. Words will not define them. They deal not with material things, but with something more personal—our spiritual and moral well-being. Can you describe, or place a price tag on the lonesome call of a whippoorwill on a summer's evening; the doe and fawn standing by the creek bank; the first "Bob-white!" of the year on a clear spring morning? Those are aesthetic values!

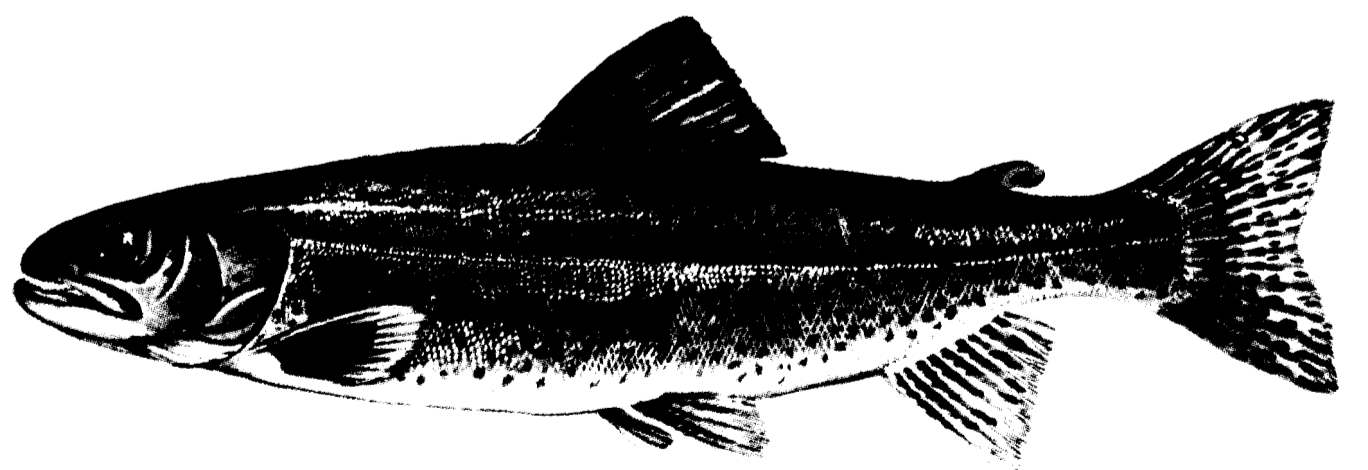
The large majority of requirements in this project are such that the 4-H Conservationist can carry them out on his own. However, he will need guidance in how to approach the problems he will encounter. He will also need to know how to acquire information pertaining to his project. It is your responsibility to help him organize his program and to supply him with the information, or sources of information he will need.

You are also charged with maintaining interest and meaning in the project. You can accomplish this in numerous ways: (1) Field trips, for exploring, collecting, and observing wildlife; (2) Visits to local wildlife facilities, such as fish hatcheries and wildlife management areas; (3) Meetings at which local professional conservationists describe their jobs and activities; (4) Movie or slide programs; (5) Informal meetings and discussions in which you and the club members participate.

Since most youngsters are collectors, this trait can be used to advantage in maintaining interest. The systematic collecting and attractive displaying of such things as animal tracks, quail foods, bird nests, etc., will serve this purpose.

Organized sessions of bird house and feeder construction, or similar programs, will also prove useful.

Community service programs also offer opportunities for the wildlife conservationists. Such activities as publicity programs (posters, lectures) that encourage conservation practices will be beneficial to the 4-Her and the community.



PROJECT REQUIREMENTS

The Wildlife Conservation Project is divided into three parts—Pioneer Conservationist, Junior Conservationist, and Senior Conservationist. This coincides with the typical age groupings in other projects—Pre-Teens (9-12 yrs.), Early Teens (12-14 yrs.) and Senior Teens (14 yrs. and over). However, in order to have a flexible project in which the 4-Her can progress at his own pace, the member is not restricted to any category because of age.

If an 11-year-old has satisfactorily completed his Pioneer requirements, he should be encouraged to begin work immediately as a Junior Conservationist. And, if a new Wildlife Conservation project member is 13 years old, he should be encouraged to complete the Pioneer requirements prior to working on his Junior Conservationist ones.

This project helps a member acquire a basic knowledge as a Pioneer and builds on this foundation as he progresses to a Junior, and then to a Senior Conservationist. The older 4-Her should be able to complete the basic requirements in a much shorter time than the younger member, and should soon progress to a more advanced status.

PROJECT RECORDS

The Wildlife Conservation Project Records are of two types—annual and grand summary. The annual records should be completed each year on the tearout form so that they may be used in judging 4-H Wildlife Projects. The grand summary remains with the manual and is a record of all wildlife conservation activities performed by the conservationist over the years.

THE PARENT AND THE CONSERVATION PROJECT

The parents of the 4-H Wildlife Conservationist should be involved in the project as much as practical. Parents can provide such services to the project as transportation, land for field trips and study areas, and project materials.

You should acquaint the parents with the project and its objectives, and advise them on what



they can do to promote it. You should encourage their active participation in the project as a whole as well as for the inspiration of their youngster.

HOW DO I START?

Perhaps the first step that you, as the leader, should take is to read as much as possible about the subject. You will find much enjoyable reading and interesting information in the bulletins and leaflets that are available to you.

You will also wish to become acquainted with the people in your community who are familiar with wildlife conservation. Naturally, professional resource workers, such as your wildlife protector, soil conservationist and district wildlife biologist should not be overlooked. Non-professional wild-lifers also are indispensable. Your local sportsmen's club members as well as biology and science teachers can help you considerably.



SOURCES OF WILDLIFE CONSERVATION INFORMATION

Good information is as near to you as the bookmobile, the city library or the school library. Your encyclopedia contains much good material. Leaflets, magazines and booklets published by private and governmental organizations are indispensable to the study of wildlife conservation. Unless otherwise indicated (*), the materials listed below are available at no charge in single or limited quantities. The costs of producing and mailing such material are considerable. Therefore, request only the material you need in quantities you will use.

- I. Those put out by the North Carolina Wildlife Resources Commission, Box 2919, Raleigh, are:
 - a. A Guide to Teaching Conservation
 - b. Our Wildlife Neighbors
 - c. Trapping North Carolina Furbearers
 - d. Wildlife Conservation Projects for FFA Chapters
 - e. Management of the White-Tailed Deer in North Carolina
 - f. Management of the Bobwhite Quail in North Carolina
 - g. Management of the Ruffed Grouse in North Carolina
 - h. Management of the Muskrat in North Carolina
 - i. Management of the Beaver in North Carolina
 - j. Management of the Cottontail Rabbit in North Carolina
 - k. Management of the Wild Turkey in North Carolina
 - l. Management of the Squirrel in North Carolina
 - m. Management of the Russian Wild Boar in North Carolina
 - n. Winter Birds in Your Backyard
 - o. Fish Facts
 - p. Largemouth Bass in North Carolina
 - q. How Fish Are Identified
 - r. Some North Carolina Fresh-Water Fishes*
 - s. "Wildlife in North Carolina", published monthly, contains many timely articles*





II. The North Carolina State Museum of Natural History, Raleigh, publishes the following information circulars:

- a. Some Common Harmless Snakes of North Carolina
- b. Some Common Summer Birds of North Carolina
- c. Some Common Winter Birds of North Carolina
- d. How to Make a Bird Calendar
- e. Bird Feeds and Feeding
- f. The Cardinal—"Our State Bird"
- g. Bird Banding
- h. Hawks and Owls
- i. Bats—Flying Mammals
- j. The O'possum—Pouched Marsupial
- k. Listing of North Carolina Mammals
- l. Amphibians and Reptiles of North Carolina*
- m. Common Forest Trees of North Carolina*
- n. Birdlife of Virginia*

The Museum also has for loan to responsible groups the following slides:

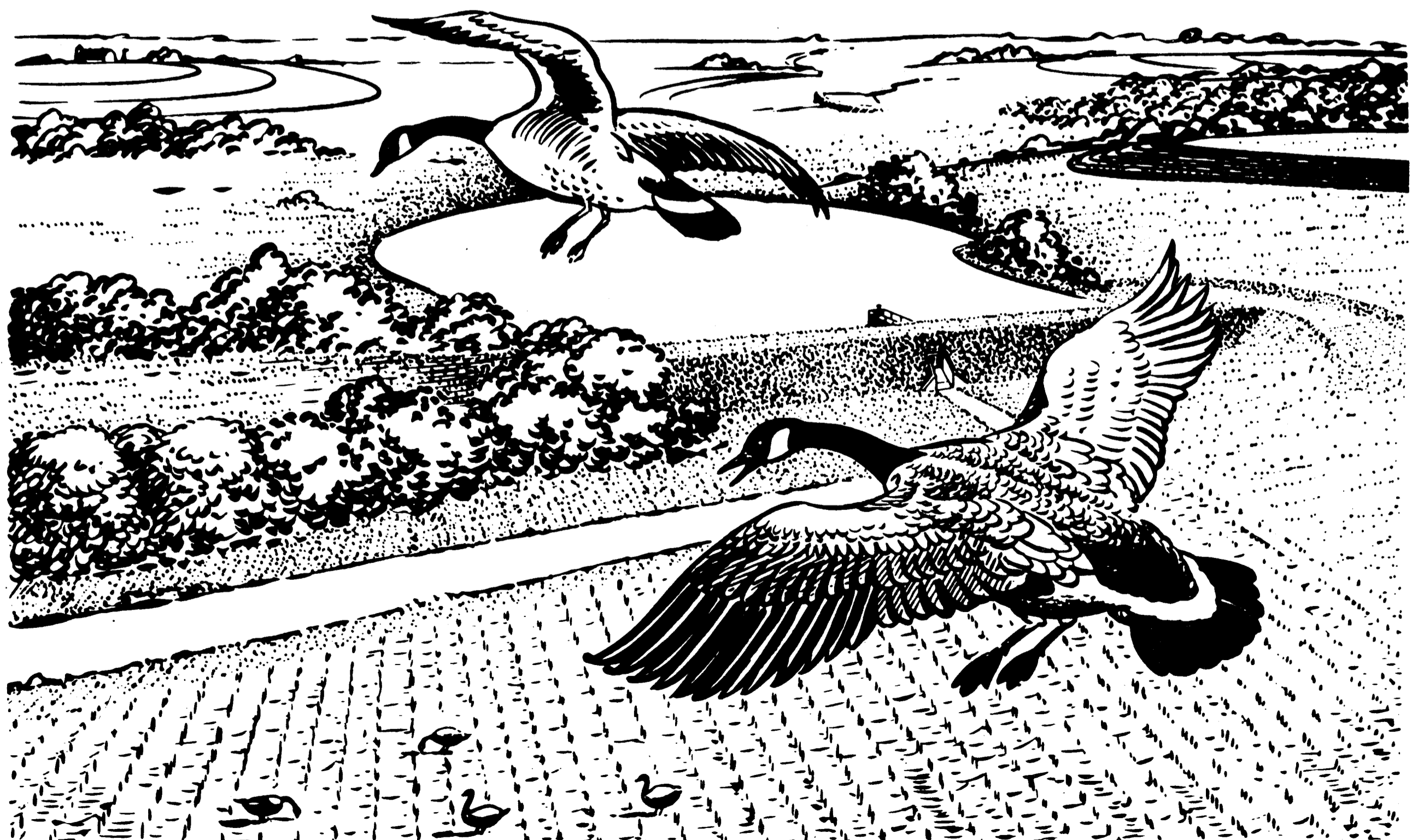
1. 100 each, on "Birds of The Eastern United States"
2. 100, on our "Native Plants and Wildflowers"
3. 45, on our "Native Poisonous Snakes" and some other reptiles
4. 33, on "Mollusks and The Sea Shells"

FILM STRIPS with explanatory text:

1. "Basic Bird Study", namely "Bird Nests", "Structure of Birds", "Adaptation of Birds", "Migration of Birds", "How Birds Serve Man", and "Helping The Birds"
2. 4 strips, in color, on "American Birds" (identity and habitats)
3. 4 strips, in color, on "American Wildflowers" (identity and habitats)
4. 5 strips, on "Our Earth". These are "Our Earth Came to Be", "Our Earth is Changing", "How Rocks are Formed", "The Story Written In The Rocks and Soil"

III. The following publications are published by the U. S. Government. Those with charges indicated may be bought from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. The others are available through your county agent or SCS agent:

- a. Home Tanning of Leather and Small Fur Skins. USDA. Farmer's Bulletin 1334.
- b. Making Land Produce Useful Wildlife. USDA. Farmer's Bulletin 2035.
- c. Managing Farm Fishponds for Bass and Bluegills. USDA. Farmer's Bulletin 2094.
- d. Managing Farm Fields, Wetlands, and Waters for Wild Ducks in the South. USDA. Farmer's Bulletin 2144.
- e. Our Forest Resources: What They Are and What They Mean to Us. USDA. Agriculture Information Bulletin 131.
- f. Youth Can Help Conserve These Resources—Soil, Water, Woodland, Wildlife, Grass. USDA, SCS. Agriculture Information Bulletin 52.
- g. More Wildlife Through Soil and Water Conservation. USDA, SCS. Agriculture Information Bulletin 175.
- h. An Outline for Teaching Conservation in High Schools. USDA, SCS. PA-201.
- i. An Outline for Teaching Conservation in Elementary Schools. USDA, SCS. PA-268.
- j. Soil Conservation Tips for Sportsmen. USDA, SCS. PA-400.
- k. How to Build a Farm Pond. USDA. Leaflet No. 259.
- l. Guarding Our Wildlife Resources (CIA-5). USDI, FWS.*
- m. Attracting Birds (CB-1). USDI, FWS.*
- n. Homes for Birds (CB-14). USDI, FWS.*
- o. Migration of Birds (C-16). USDI, FWS.*
- p. Some Common Birds Useful to the Farmer. (CB-18) USDI, FWS.*
- q. Distribution of American Gallinaceous Game Birds (C-34), USDI, FWS.*
- r. Fishes of the South Atlantic and Gulf Coasts (CB-37), USDI, FWS.*
- s. Conservation Experiences for Children. U. S. Dept. Health, Education, and Welfare. Bulletin 1957, No. 16.*



- IV. Non-governmental conservation organizations publish excellent material. They usually charge a small fee, but their material is well worth the price. Some of the publications are:
- A. Sport Fishing Institute, Bond Building, 14th and New York Avenue, N. W., Washington 5, D. C.
 - 1. Conservation Chart. (A new method of teaching conservation to children. Consists of 28 x 44-inch chart and a 15-page text.)*
 - 2. Land, Water and Fishing.*
 - 3. Fish Conservation Fundamentals.*
 - B. National Audubon Society, 1130 5th Avenue, New York 28, N. Y.
 - 1. Audubon Nature Bulletins (Conservation for Everybody. How to Build a Nature Trail.) as well as other conservation publications.* Publications list on request.
 - C. National Wildlife Federation, 1412 16th Street, N. W., Washington 6, D. C.
 - 1. Three R's and Resources, Habitat Improvement—Key to Game Abundance, You and Conservation, and many other publications. List available upon request.
 - D. Wildlife Management Institute, 709 Wire Building, Washington 5, D. C.
 - 1. The Farmer and Wildlife, and other books, booklets and leaflets.*
 - E. Boy Scouts of America. National Council, New Brunswick, New Jersey.
 - 1. Scout Field Book; Wildlife Management Merit Badge Pamphlet, (Available at official Boy Scout supply stores.)*
 - F. Girl Scouts of the United States of America, 830 Third Avenue, New York 22, N. Y.
 - 1. Girl Scout Handbook*
 - G. Camp Fire Girls, Inc. New York, N. Y.
 - 1. Book of the Camp Fire Girls*
 - H. National Rifle Association of America, 1600 Rhode Island Avenue, N. W., Washington, D. C.
 - 1. NRA Hunter Safety Handbook; miscellaneous pamphlets. Available upon request.
 - I. American Forest Products Industries, Inc., 1816 N. Street, N. W., Washington 6, D. C.
 - 1. Trees and Game—Twin Crops. Publications list on request.
 - J. A Guide to Better Conservation for 4-H Club Boys and Girls. Federal Cartridge Corporation, 2700 Forshay Tower, Minneapolis 2, Minnesota.
 - K. Resource—Use Education: Children, Classrooms, and Conservation. Conservation and Resource—Use Education Project. Joint Council on Economic Education, 2 West 46th Street, New York 36, N. Y.

V. Field guides and nature books contain very complete and well organized information. Those listed here are just a few of the ones available, and are included only to let you know of their existence. This is not an endorsement or recommendation of any particular book or books.

Paperbacks, pocket size.

Golden Nature Guides. Golden Press, New York.*

Zoology; Mammals; Flowers; Fishes; Insects; Trees; Birds; Seashores; Reptiles and Amphibians.

Signet Key Books. The New American Library of World Literature, Inc., New York.*

How to Know the Birds; How to Know the American Mammals; The Web of Life.

Paperbacks, manual size.

Common Native Animals: Finding, identifying, keeping, studying. Chandler Publishing Co., San Francisco.*

Hardbacks, pocket size.

The Peterson Field Guide Series. Houghton Mifflin Company, Boston.*

A Field Guide to the Birds; A Field Guide to the Mammals; A Field Guide to Animal Tracks; A Field Guide to Trees and Shrubs; A Field Guide to Reptiles and Amphibians.

DIRECTORY OF ASSISTANCE
 FOR
 WILDLIFE CONSERVATION PROJECT LEADERS

Title	Name	Address	Phone
County Agricultural Chairman	_____	_____	_____
4-H Agent	_____	_____	_____
Soil Conservation Service Work Unit Conservationist	_____	_____	_____
District Wildlife Biologist (Fish)	_____	_____	_____
District Wildlife Biologist (Game)	_____	_____	_____
Officers, County Wildlife Club	_____		
	(Name of Club)		
President	_____	_____	_____
Vice President	_____	_____	_____
Secretary	_____	_____	_____
Treasurer	_____	_____	_____
Program Chairman	_____	_____	_____
Others:	_____	_____	_____

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