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The International Hunter Education Association – United States of America (IHEA-USA) is an organization involving some 70,000 instructors across the United States of America. The IHEA-USA is affiliated with the Association of Fish and Wildlife Agencies.

The Hunter & Shooting Sports Education Journal is the official publication of the International Hunter Education Association-United States of America. It is published four times annually (Spring, Summer, Fall, Winter) and distributed to more than 70,000 administrators and volunteer instructors in Canada, El Salvador, Mexico, New Zealand, Peru, South Africa and the United States of America, that are responsible for education programs that total 750,000 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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Have you ever stalked a gobbler as he shook the woods with a thunderous noise? Have you ever belly-crawled through tall grass to make a hen decoy look like it was moving in order to get an old tom to leave his hung-up position? Have you ever placed a real gobbler tail fan or a realistic gobbler decoy in front of your body as you low-crawled through a field in order to get close to a gobbler?

“Fanning” or “reaping” is the latest method that has rapidly become popular, and more and more turkey hunters are using this method. The method involves belly-crawling toward a located bird with either a gobbler decoy or a turkey tail fan placed in front of your body for concealment. Fanning imitates a male turkey in full display. Aggressive, dominant live gobblers come running to it, ready to fight off any competition.

The method of fanning takes the dangerous method of stalking gobbling turkeys to a new level. Now you have added the sense of sight to the mixture. The hunter now has a visible target and has identified it as a turkey, or at least a turkey tail. Many times fanning occurs in tall grass and further obscures the fact that a hunter may be positioned behind that tail fan. In addition to the visual presence of a turkey tail fan in full display, some hunter will also use a gobble call to further entice that reluctant gobbler. This is a hazardous mixture of sights and sounds.

In hunter education we have warned our students against stalking a gobbling bird for years. For good reason, many of our turkey hunting incidents involve a shooter stalking what they believe to be another turkey sounding off. Only after shooting a person do they discover that it was not a turkey making those sounds.

Now many folks will say that they are the only person hunting their property; no one else will be there. I have been in enforcement for a long time; people will trespass on your property, especially if you have a healthy population of birds on it.

In addition to pointing out the dangers of stalking turkeys, we as instructors need to caution our students against employing the method of fanning for hunting turkeys. We are all striving for the day when we can stand in front of our class and state that there were no hunting incidents this year!
A BOW FOR THE AGES

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Like in years past, in January at the conclusion of the IHEA-USA Winter Board Meeting, the board members and I were able to attend the largest trade show of its kind in the world—the SHOT (Shooting, Hunting & Outdoor Trade) Show. I hear many say, “It’s like being a kid in a candy store.” Of course, to shooting sports and hunting enthusiasts, it is!

The primary goal of the show is for manufacturers of our kinds of products to sell to retailers from across the world and to come together once a year to support their membership in the National Shooting Sports Foundation.

Our IHEA-USA goal is to THANK NSSF and our INDUSTRY PARTNERS—those that take hunter safety and responsibility seriously enough to support the one, most historic organization that has certified over 40 million hunters, shooters and firearm owners—the one organization, through its state fish and wildlife agency and hunter education program members, that can claim success in reducing hunting incidents and game violations and improving the overall image of hunting and hunters.

During the show, we met with our own IHEA Foundation, a group of individuals that chartered a foundation in 2004 to provide direct industry support for IHEA-USA (www.ihea.com/about-ihea/partners/ihea-foundation). These high-level industry supporters care about the future of hunting and the shooting sports—so much so, they have personally joined with IHEA-USA “to continue the hunting heritage worldwide” by improving the image of hunting and shooting, primarily with families, parents and the non-hunting public. And here they are, convening a board meeting during the show to support IHEA-USA, when they should be out on the trade show floor running their own industry exhibits and operations.

There are other partners not necessarily at the show who provide key support to IHEA-USA, such as federal agencies (e.g. U.S. Fish & Wildlife Service), conservation organizations (e.g. National Rifle Association, National Wild Turkey Federation, Pheasants Forever, Rocky Mtn. Elk Foundation), Hunter Education Internet Providers (e.g. hunter-ed.com, huntercourse.com, huntedcourse.com) and retailers (e.g. Cabela’s, Bass Pro Shops, Gander Mountain, Academy). All have historically supported IHEA-USA’s efforts “to produce safe, responsible, knowledgeable and involved hunters and shooting sports enthusiasts!”

I’d like to personally THANK YOU, the individuals and PARTNERS for your generosity in supporting IHEA-USA by donating to or sponsoring IHEA-USA activities such as through membership, our annual conference, auctions, discount programs and grants (www.ihea.com/about-ihea/partners)!

I would also like to INVITE YOU, individuals, hunter education instructors, industries and conservation organizations that we have not partnered with to date, to join IHEA-USA as a MEMBER, sponsor, grantor or donor. JOIN TODAY! (www.ihea.com/ihea-store/memberships). I’m sure we can embark on “win-win” strategies to serve our mutual goals.

Only with a strong, united front—a continued hunting and shooting sport heritage—will there be plenty of ‘candy’ to go around in the future.
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In October of 2014, I was asked by my nephew if I would be available to mentor him and two other wounded veterans on an archery hunt in Oklahoma that December. My nephew, Chris Bowers, is a wounded Marine veteran and director of a wounded veterans hunting group “Project Hard Target.”

I thought it was a great idea, so we started planning the hunt. Little did I know the logistics of mentoring a small group of hunters and the challenges I would face, but I figured if I could get three of our nation’s heroes back into the woods, it would be worth the effort.

“Project Hard Target” is fully committed to providing a once-in-a-lifetime hunting experience to our nation’s heroes. Warriors who were seriously wounded on the battlefield, who hunted before injury, can return to the sport that offers them independence, camaraderie and the great outdoors.

Looking into the regulations for the archery season in Oklahoma, I saw that crossbows were considered archery equipment. This is not so in my home state of California. I asked my nephew what archery experience he and the other two had, and he stated they basically had none. I told him that crossbows were most likely the way for the three to hunt, since learning to shoot a compound bow in the short amount of time would be more challenging. Chris agreed. Using grant funding awarded to “Project Hard Target,” Chris purchased...
three crossbows. Now all we had to do was get the three up to speed on using the equipment to the point where they were proficient enough to harvest a deer.

Chris had made arrangements to hunt on the ranch property of Clay Padgett near Soper, Oklahoma. Clay is a retired Lieutenant Colonel who served in the Army, and had met Chris through the Simpson Cup, a golf tournament for wounded veterans. Clay’s property was in the southeast corner of the state, and it had a nice number of white-tailed deer and wild hogs running through it.

I made sure everyone had taken a hunter education class and had purchased their non-resident hunting licenses. We talked about ground blinds and discussed the logistics of getting everyone to their blinds prior to first light.

Chris and the other two warrior hunters, Nicholas Thom and Matthew Lewisson, left Virginia on December 9th. They packed their trailer with their gear and supplies and drove straight through to Oklahoma. I flew into Dallas/Fort Worth Airport on the 10th and drove a rental car to Soper, Oklahoma. I met Clay in Soper, and followed him to his 400-acre ranch. It was well after dark when we arrived, so Clay and I talked about stand locations around the property and the best areas for the guys to harvest a deer. A few hours later, Chris, Matt, and Nick arrived. The guys were exhausted from the run from Virginia, so we bedded down for the night.

The next day was pretty gloomy with overcast skies, drizzle, and rain. Clay and I drove the property so we could look at blind locations. Meanwhile, Chris, Nick, and Matt were checking the zero on their crossbows and preparing their gear for the hunt. Nick had a tracked wheelchair to help him get around. Chris and Matt would walk into the areas to hunt. Clay and I placed two ground blinds in the locations we thought would offer the best opportunity for a shot. We saw numerous whitetail flags running from us while we were driving. The ground was wet and boggy, and the mud stuck to everything.

The afternoon was spent in the blinds, but no one was lucky enough to have deer walk close to them. The next morning we were up by 5:00 a.m. and out of the door by 5:30 a.m. I teamed up with Chris, while Nick and Matt went to the other blind. Once again, it was overcast and raining, but we got into our blind with only a short detour around a curious striped skunk. We had a good layout in front of the blind with clear shooting lanes out to about 40 yards. Once it was light enough to see, we started seeing shapes moving towards us. I looked out of the side of the blind and saw a small doe within five yards of the blind. As we were watching the doe, six other does walked into our shooting lanes. I told Chris quietly that the shot was his to take. Chris aimed the crossbow at a doe which was at ten yards and sent the bolt (arrow) flying. Using his 25-yard sight pin on a target ten yards away, the
The unstoppable Nick Thom plows through the mud to get to his stand.

The bolt went flying over the doe into the woods. The does ran in all directions, but one stopped at 40 yards while presenting a quartering away profile. I set the crosshairs on the side of the deer, and loosed my bolt in her direction. What I didn’t see at that distance was all of the small thin weeds which stood in the way. My bolt deflected off the foliage and disappeared into the woods as well. Two lessons were learned in less than five minutes and left both of us humbled.

Meanwhile, on the other side of the ranch, Nick and Matt notified us via texting that they had a close encounter with the ranch’s cow herd. Cows were coming so close that they were rubbing against the blind. While this would have been a good natural cover, and Chris and I thought it was pretty funny, the guys decided to relocate and leave the cows to themselves. We all met back at the ranch house for a nice hot breakfast.

Over the next four days, each of the hunters had shots at white-tailed deer, but none were harvested. We discussed the day’s hunt each evening and made plans for the next day. Everyone wanted to try somewhere new, hoping to get into a few deer. Unfortunately, a winter storm racing across the United States forced Chris, Nick and Matt to head home a day as well.
Volunteering as a hunter education instructor is a personal commitment and sometimes challenging. Obtaining quality hunter safety and educational materials shouldn’t be. The National Shooting Sports Foundation® has been supporting hunter education instructors for more than 50 years.

A longtime supporter of the International Hunter Education Association, NSSF has been in the forefront of developing multimedia hunter safety and education materials. We provide printed and electronic materials for volunteer instructors—most of which is free. And when your students graduate and are looking for places to hunt or for additional information to develop their skills and knowledge, the answers are simply a click away!

Log on to nssf.org and order your materials today. All the help you need is at your fingertips.

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early to cross the Smoky Mountains before snow hit and closed the roads. While the opportunity presented itself on more than one occasion, we did not harvest any deer during the hunt. However, we had a great time and we learned lessons about planning future hunts of this magnitude, and the concerns associated of hunting with disabled hunters. As for concerns, there was only one: getting them to slow down. These warriors are a little bent, but they are not broken. Their spirit and drive was unrivaled by most of the folks I have had the opportunity to hunt with. It was truly an honor to provide mentoring to these young men. I personally look forward to doing it again in the future. I recommend that each of us, as Hunter Education Instructors, work to get our wounded veterans back into the field. We can show them, by getting wounded vets back into the woods, there is still a world of hunting opportunities out there.

Chris Bowers tunes up his crossbow before the hunt.

Do You Have Some Wisdom to Share with New Hunters?

As hunters and instructors of hunting, you know outstanding tips for success as well as challenges that can go wrong in the field. Inform new hunters by submitting your story or photos to Hunter’s Handbook.com as potential ongoing learning content for up-and-coming outdoorsmen. If we choose your content, you’ll get to see your name in lights. And if your content hits a home-run for us in any one given month, we’ll send you some cool gear!

We are collecting stories on:
- What Not to Shoot
- My Worst Field Mistake
- Instructor Safety Moment
- Why We Teach
- My Favorite Product
- Gamecamera Shots
- Future Friday - Featuring your favorite student youth photos
- Lessons I Have Learned

All submissions should be 250 words or less, can contain photos and should be sent to: content@huntershandbook.com. Please include your topic in your subject line. For instance, subject: Why We Teach.
Protection from mosquitoes and the diseases they can carry has never been more important. During 2014, infection and even death for many mosquito borne diseases were at decade long highs.

There are a number of mosquito borne diseases in the USA including West Nile Virus, dengue fever and several forms of encephalitis (most common being EEE). There is no known cure for any of these diseases.

2014 was a particularly striking year for West Nile Virus and no part of the country was immune. Texas recorded 1,739 cases, with 76 of those resulting in death.

Protection is available in a number of ways. An area repellent such as ThermaCELL has many benefits.
As Hunter Education instructors, we’re often responsible for a student’s first firearms experiences. While our primary focus as instructors is always safety, we can foster our students’ subsequent pursuit and enjoyment of our shooting sports if we make those first experiences as seamless and successful as possible. When it comes to shooting, proper form and technique are as important as quality arms and ammunition. To this end, a subject many instructors and parents fail to address when mentoring new shooters is the question of eye dominance.

Being blessed with two eyes and binocular vision, we rarely notice that our brains rely more heavily on one eye or the other for input. About two-thirds of the population is right-eye dominant, one third left-eye dominant, and a very small proportion show no dominance at all. Data from both eyes contribute to perceptions of depth and velocity, but the brain relies most heavily on one’s dominant eye for position-related information. That being said, our dominant eye is especially important during alignment or aiming pursuits like darts, archery, or shooting. One functions most efficiently and effortlessly by unconsciously relying on or using their naturally dominant eye.

Research suggests eye dominance can be reversed, but such procedures typically involve eye patches or blurred lenses for extended periods or even surgery, forcing one’s brain to seek out a best alternative. While I find little data addressing success rates or persistence of the less invasive methods, anecdotal accounts describe discomfort, great frustration, and reversions among adults. A second consideration with new shooters is the subject of handedness. Handedness simply implies one has better motor skills with one hand or the other for activities like writing, throwing, eating, manipulating tiny objects, or tickling a finely-tuned trigger. Depending on source, 70 to 90% of the world’s population is right-handed. Most of the balance are left-handers, and a small fraction land in a mixed class where handedness is task-specific. That’s my lot, as I toss baseballs with the left, footballs with the right, a Frisbee with the left, bat on the right, split firewood leading with the left, and draft cursive with the right.

A pairing of the above statistics and slightly deeper look reveals, however, that there is no biological link between eye dominance and handedness. Among right-handers, about 65% are right-eye
dominant and 35% left-eye dominant. Left-handers run about 57% left-eye dominant and 43% right-eye dominant. This uncoupling of handedness and eye dominance is where some attention should be given to our students. Barring some physical abnormality, we should ignore handedness and assess eye dominance before mentoring every new shooter. After so doing, position the firearm on the same side as their dominant eye.

Our Hunter Ed texts and other sources list several means for determining ocular dominance. The most common suggests fully extending one’s arms, moving one’s hands together to form a triangular aperture with our interlocking thumbs and index fingers, and then sighting through that aperture at a distant object with both eyes open. One then slowly brings their hands back flush with their face without ever losing sight of the object. The aperture should end up centered over one’s dominant eye. Another method is to ask the student to extend an arm with a broomstick in hand and sight down the stick with both eyes open at an instructor’s nose. Looking back at the student from the target end, the stick will be aligned with their dominant eye. More passive techniques involve asking students to look through a spotting scope or viewfinder, again endeavors where most use their dominant eye.

A third component in our shooting realm is muscle memory. Technically muscles have no memory, but as we engage in repetitive tasks, additional muscle/brain neural pathways form and those same connections develop an ability to fire faster. This process lets us move tasks that initially require serious thought and effort over to a realm with little thought, and execution becomes a near reflex action. Real life examples include learning to type, riding a bike, or juggling. Muscle memory develops rapidly, and one can go from an awkward beginner to a polished professional in short order. In our first typing class, we did permutations and combinations of “a, j, and the space bar” with our left little finger, right index finger, and a thumb, respectively. Initial efforts were awkward, as we focused intently with stiff arms, backs, and fingers. By the end of our second class though, we were near error-free, picked up the pace considerably, and displayed a more relaxed pose. Subsequently, we advanced through the alphabet and started typing actual words.

Our issue with muscle memory is its rapid pace of development. After just a few short sessions, our actions simply feel right and we resist change. This is the problem one faces when a new shooter is started incorrectly. Our statistics suggest we’ll be correct most of the time setting every new shooter up as a right-hander. That being said, the preponderance of errors occur when left-eye dominant students are positioned as right-handers for their first rounds. Youngsters and even many adults so started may not even notice or are reluctant to express thoughts on the awkwardness of the situation. After all, it’s their first time, we’re all taught to yield to authority, and our mentor certainly knows what he’s doing. Even though things are awkward, muscle
memory develops, and the processes will seem more natural the next time out even though positioning is incorrect. Subsequent correction of those errant ways is met with resistance, because muscle memory has become established, and a change simply doesn’t feel right.

In my experience as an untutored archer, I ignorantly and blissfully began as a right-eyed, left-handed, 9-year-old Bowman. At about 30, I decided to take up archery hunting, and an astute friend noticed my not too successful struggles on the range. At his urging, I began an immediate transition to a right-hand draw. That was pretty comical at first, as I barely had the dexterity to string up an arrow much less achieve full draw with my right hand. At the close of the first week however, the dexterity, strength, and accuracy came around, and I was ready to go. Now a left-handed attempt feels absolutely foreign.

For the balance or our discussion here, let’s assume we have an incorrectly started left-eyed student shooting from their right side. Most struggling individuals will attempt to compensate in one of two ways. One is to close their dominant left eye, bringing their less effective right into play. With an abundance of time and practice, this can work. One is usually not as adept at aligning sights or scopes with their off eye, so a bit more time and practice may be required. At benches and with paper targets though, time is not an issue. One’s face will be square with the target, and noses and eyebrows will be out of reach of recoiling thumbs and scopes, respectively. A primary concern here is that with one eye closed, half of the field of view is missing, and downrange encroachments from the left can go unnoticed. While not typically an issue on a managed range, in real life hunting situations encroaching does, fawns, distant traffic, or non-target objects are a distinct possibility.

While this wink/blink and think process can work with rifles, it becomes a serious disadvantage for shotguns. The extra wink/blink/think time coupled with reduced distance and velocity perceptions accompanying one’s loss of binocular vision stack up to be a significant hurdle in fast-actioned shooting. It can be done, but those shooters are not often seen in the winner’s circle.

A second compensatory action for our incorrectly started shooter is to sustain reliance on one’s left eye. The shooter attempts to move their face across the comb of the stock and get the left eye aligned with the sights or scope. Again, this is a time-consuming process, and because the shooter is not using the optical center of their field of vision, focus is less than optimal. To test this, look askance at a distant calendar or poster and notice that one cannot really read detail until his face is turned almost square with its text. With our offside eye over the comb of our stock, we again have downrange safety issues with only half of the target realm in view. Also, with heavy recoil, a shooter is going to take a knuckle to the nose and/or a scope to the eyebrow. Those experiences can stimulate flinching, which is another subject unto itself.

Off-side handgunners with an extended arm can have a slightly easier time compensating, because both ends of their sight plain are well out front. By flexing their wrists to move their knuckles to the outside or backside of their hands, they can align the dominant eye and their sights. With heavy recoil, however, sustained shooting can become quite trying as one’s hand, wrist, and arm are not properly aligned to absorb repeated heavy shock.

In closing, I suggest we evaluate eye dominance for all of our new or less experienced shooters and steer them to the proper shoulder. Don’t even ask about handedness. In instances where we discover improperly started newbies, mention the issue to the student and parent, strongly encourage a shift to the proper shoulder, and coach them through some first attempts. Handedness and muscle memory issues are much easier to reverse than eye dominance. In our best world, let’s start them right the first time.
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As I have analyzed the stories of survivors and the survival situations they found themselves in, I have come to the conclusion that there are two underlying causes for the difficulties the survivors experienced. First, there appears to be a lack of understanding of the physiological threats to the human body and the body’s reaction to the threats. Secondly, survivors, lacking specific survival training, appropriate clothing and survival equipment, are left to cope with the situation as best they can, relying on their will to survive, their ability to improvise and luck—not a good state of affairs. This article will look at some of the physiological threats to the body and suggest ways to minimize the impact of the threats.

Disabling illnesses include hypothermia, dehydration, illnesses associated with going too high of an altitude too quickly and any other illnesses that limit a person’s ability to survive. These same illnesses can result in a person becoming incapacitated to the point where they may be unable to help themselves and only outside intervention will prevent a tragedy from occurring. From a physiological point of view, surviving a wilderness emergency is a process of keeping everything in balance. To avoid hypothermia (dangerously low body temperature) or hyperthermia (dangerously high body temperature), we must achieve thermal balance; to avoid dehydration we must achieve water balance; and to avoid starvation we must obtain food. Of these, maintaining thermal balance and preventing dehydration are critically important to the survivor. Surviving also necessitates being able to effectively deal with any injuries that occur.

MAINTAINING THERMAL BALANCE—preventing hypothermia and hyperthermia

In a cold environment where the human body is warmer than the environment, heat will be lost to the surroundings. In a hot environment where the human body may be cooler than the environment, heat can be gained from the surroundings. Either situation can become life-threatening.

In a cold environment, the heat lost from the body through the processes of radiation, convection, conduction and evaporation must be balanced by metabolism, i.e. the heat produced within each of the body’s cells. When there is insufficient energy to produce this heat we experience hypothermia, which can quickly impair your ability to function both mentally and physically. Maintaining thermal balance in cold weather requires sufficient intake of food to produce approximately 3,500 calories of heat per day. Lacking food, the foods stored in the body in the form of fat, carbohydrates and protein becomes the primary source of energy and, since this is a finite amount, it becomes increasingly more difficult to function as these supplies are depleted. Maintaining thermal balance also requires the use of appropriate clothing to retain the heat that the body is producing within the fabric and between the layers of clothing and in so doing, keep us warm. When there is insufficient clothing, (insulation) heat loss can quickly exceed body heat production and hypothermia will result.

In a hot environment, thermal balance is achieved by continually cooling the body and minimizing heat gain from the surroundings. Heat loss by evaporation is the body’s primary way of dumping heat but this is only effective where there is sufficient water within the body to be evaporated. In hot, humid environments, sweat dripping from your skin provides little or no cooling effect. Heat gained from the surroundings can be reduced by seeking shade and by minimizing contact with objects.
that are hotter than your body. The lack of water and shade can quickly cause a person’s body temperature to rise to the point where mental and physical function is impaired and survival becomes questionable.

**MAINTAINING WATER BALANCE—preventing dehydration**

Under normal circumstances, a person’s minimum water losses (urination, defecation, evaporation and the water needed to humidify the air we breathe) each day will be around 1.5 to 2 quarts. Some of this water will be replenished by the water produced by metabolism—the rest must be consumed in order to maintain water balance. When available, survivors should drink three to four quarts of water per day to replace the increased water lost during the process of surviving, i.e. gathering firewood, building shelters, moving, etc. Because of circumstance, it is entirely possible that a survivor may not be able to obtain the recommended amounts of water each day and consequently will find himself in a “water deficit” situation very quickly. Some will even begin their survival episode already dehydrated!

There are too many variables to be able to accurately predict how long a person will live with reduced quantities of water or no water at all. A better survival strategy would be to develop methods of gathering and using any available water and practicing intelligent water conservation procedures that make the best possible use of the available water. In North America, lacking the means to purify water, it is better to drink from any available water source and prevent dehydration than to not drink the water and suffer the more immediate effects of dehydration. “Doctors can cure giardia but they can’t fix dead!” In the absence of water, ration your sweat, not your water! Rationing the available water from the onset of a survival event can quickly result in impaired judgment, degraded physical performance and ultimately death.

**MAINTAINING FOOD BALANCE**

The requirement for food is subordinate to the need to maintain body temperature and the need for water. Many have survived for long periods of time without any food by living entirely off of the “food” stored in their bodies in the form of fat, carbohydrate and protein. Despite this, the lack of food is still a threat to your survival. As each day passes without food, or with only limited food, your ability to function is increasingly impaired—you won’t have the energy to do what needs to be done. Your ability to keep warm will be reduced. Since the natural sources of energy are limited, all of your food-gathering activities should be carefully considered in terms of “energy expended verses the energy benefits to be gained from any food collected.” It usually is best to reduce your activity level and save your energy!

**INJURY**

The most common injuries that people incur are soft tissue injuries—cuts, burns, abrasions, bruises etc. Few people begin their survival experience uninjured. The survival books and the “how to survive” articles published in the popular outdoor press don’t talk about how to build a shelter with a broken arm—or start fires or do all the other survival tasks needed to live. Consider for a moment how you
would zip your jacket or tie your shoelaces when limited to the use of one hand. Could you use the components of your survival kit if you were limited to the use of your non-dominant hand? Practicing your survival skills using only your non-dominant hand is a very enlightening exercise!

Disabling injuries such as fractures of the lower extremities, injuries to the spine, and head and eye damage usually rule out the possibility of making it back without outside help. Serious burns covering large portions of the body also make traveling very difficult, if not impossible. Significant blood losses resulting from trauma once again severely limit a person’s ability to travel.

Remember: “Survival begins with being able to treat the injuries you have sustained in the accident and then satisfying your other basic survival needs—protection, hydration, signaling, warmth, etc.” After all, “If you can’t control a severe bleed, the need for a shelter or a fire may be immaterial!”

When was the last time you attended an American Red Cross First Aid Course? Could you perform CPR on your spouse or a child should the need arise? Have you considered taking a Wilderness First Responder course? Do your traveling companions have any emergency medical skills in the event that you are the one that needs help? Do you carry a first aid kit? Do you know how to use the contents of the kit? Your answers to these questions could have life-saving implications! If your knowledge and skills are deficient, then remedy this problem first, then develop your other survival skills.

Good medical kits are available from Chinook Medical Gear, Inc., www.chinookmed.com, 800-766-1365. One piece of medical equipment that I would not be without is a SAM SPLINT. This simple, inexpensive device, when combined with an elastic bandage, makes stabilizing a severe sprain, strain or fracture easy. Another very practical, inexpensive tool to include in your medical kit is a pair of EMT Shears. You will find many uses for it.

In addition to the American Red Cross first aid training, more advanced backcountry medical training is highly recommended and can be obtained from many providers:

- Crested Butte Outdoors: 970-359-6311
- SOLO Wilderness and Emergency Medicine: 603-447-6711
- Wilderness Medicine Associates: 888-945-3633

Attending one of the many Wilderness Medicine conferences that are held around the country is another way to improve both your knowledge and skills. Contact the Wilderness Medicine Society at www.wms.org or call 801-990-2988 for the dates and locations of the conferences.

Please note: The author does not represent any of the above-named companies or organizations.
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Hunter Safety Lab™ LIVE OUT THERE™
In 2010, NSSF recognized the need for improved communications on a state level, when it came to spreading awareness about legislation and other factors affecting hunters and their hunting lands and enlisting sportsmen and sportswomen in spreading the word about the many benefits hunting provides their individual communities and states. The end result was the NSSF footprint Hunting Works for America.

Through its state chapters, Hunting Works for America brings a broad range of stakeholders together in order to educate the public and elected officials about the importance of hunting. Shooting sports organizations, conservation groups, businesses and other non-traditional hunting entities such as chambers of commerce, convention and visitors bureaus and other trade associations, have come together to share their interest in the economic impact of hunting.

In December, NSSF announced that Hunting Works for Oregon had become the latest state to enroll in the program. Oregon joins nine other states—Arizona, Minnesota, North Dakota, Iowa, Missouri, Pennsylvania, Utah, Colorado and Wisconsin—in this grassroots effort to highlight the many positive aspects of small and big game hunting in the U.S.

Using Oregon as an example, even though thousands of people hunt in that state every year, that number is declining. We want to make sure that hunters in Oregon continue to have a voice. Hunters and shooters spend $248 million on hunting in the state of Oregon every single year, but as the number of hunters declines, so does their spending power. That’s bad news not only for Oregon’s economy, but for the state’s conservation budget.

We believe that through Hunting Works for Oregon and the power and funding created by combining the dollars the sportsmen already inject into their state’s economy with additional aid from the businesses and communities that directly benefit from that injection, that Oregon’s sportsmen will continue to have facilities, lands and other state resources available to them in a capacity that works to benefit both them and the state’s wildlife.

The taxes, fees and surcharges that hunters pay when they purchase licenses, tags and equipment fund state conservation efforts that benefit game...
and non-game species, as well as the lands and resources that anyone who enjoys the outdoors utilizes.

When you have the horsepower of businesses and business people in local communities, it’s far more powerful than the influence of any organization from out of state. They understand better than anyone the economic impact that hunting produces. They see the people coming in wearing camo. They know who’s buying breakfast sandwiches at four in the morning.

Bill Miller, writing in an article on this subject for Bonnier’s SHOT Daily publication explained, “When chapter members meet with policy makers, they bring hard economic data. For example, a recent NSSF study shows that there are about 14 million hunters in the U.S. who spend nearly $40 billion on licenses and equipment, including guns and ammunition. But the chapter members also know about hunting’s economic impact in their own states.”

Using the Arizona chapter as an example, one that organized when its shooting ranges had come under federal scrutiny and were facing potential shuttering, Miller wrote, “Arizona chapter members report there are about 269,000 hunters in their state who spend about $1,200 each year on trip-related expenses and gear. This generates about $342 million in sales, and results in some 5,700 jobs, for a payroll of around $208 million. Total economic impact of hunting in Arizona is $592 million, according to the chapter.

In the effort to save their Arizona shooting ranges, chapter members noted that there was more at stake than sales of firearms, cartridges and range fees. Convenience stores, restaurants and gas stations also faced lost revenue. Hunting Works for Arizona had letters to the editor and meetings with editorial boards. They got retail officials involved, and that had a tremendous amount of influence. Their message was, “If you shut down these ranges, it will impact future employment.”

Launched in 2010, Hunting Works for America began with three state chapters—Hunting Works for Arizona, Hunting Works for Minnesota, and Hunting Works for North Dakota. Since then the program has grown steadily, adding chapters in Iowa, Missouri, Pennsylvania, Utah, Colorado, and Wisconsin. Oregon is the tenth chapter overall and third to launch in 2014, the most states launched in a single year since the program’s beginning. All totaled, the Hunting Works for America program now represents more than 1,200 organizations and associations representing tens of thousands of stakeholders.

NSSF is looking forward to adding chapters for every state in the nation as the existing chapters continue to exemplify how successful these kinds of efforts can be. It is exactly this kind of hometown, homegrown involvement that will help all of us promote, protect and preserve hunting and the shooting sports for generations to come.
More than 57,000 active IH EA-USA instructors reach more than 670,000 hunter education students annually and make hunting one of the safest recreational activities. According to the National Shooting Sports Foundation that compiled data from the Consumer Products Safety Commission, hunting is safer than basketball, football, bowling, and even golf. Yet there is more to the story than educating hunters about firearms and hunting safety, wildlife laws, outdoor responsibilities and preserving our hunting heritage.

Hunter education volunteer hours are used as “matching dollars” to help state fish and wildlife agencies leverage wildlife conservation dollars from the federal government through the U.S. Fish and Wildlife Service’s (USFWS) Wildlife and Sport Fish Restoration Program (WSFR). WSFR has functioned for over 75 years and is described as a “user-pay—public-benefit” model. Sporting goods manufacturers, including those who produce firearms and ammunition, pay a federal excise tax that is held by the U.S. Treasury and apportioned by the WSFR to state fish and wildlife agencies.

The funds a state receives are based on a formula that includes land area and the number of paid hunting license holders in that state. Hunter education funds are based on population and other factors. Volunteer hours are used as “matching funds” (or equivalent value) to make both state and excise tax dollars go further, and ensure that state fish and wildlife agencies can use their Wildlife Restoration Program dollars most effectively. Matches are typically a 3-to-1 ratio, three dollars of federal tax money for every dollar of state money.

In 2012, states submitted reports from almost 21,000 volunteer hunter education instructors who collectively spent more than 330,000 hours leveraging over $2.5 million in matching funds!

Dan Forster, Director of the Georgia Wildlife Resources Division and past president of the Association of Fish & Wildlife Agencies (www.fishwildlife.com), commented on the value of volunteers to state wildlife management agencies.

“The hours volunteered by hunter education instructors and other wildlife management volunteers provides the conservation efforts of our resource management agencies with $2.00-$3.00 for every dollar’s worth of time they volunteer. When there are millions of dollars available in Federal match money from WSFR funds, the volunteer hours are a huge benefit to the state’s budget and ability to successfully manage our wildlife.”

Curtis Taylor, Wildlife Resources Section Chief for the West Virginia Department of Natural Resources said, “Volunteer instructors are the backbone of the West Virginia Hunter Education Program. Last year, 183 volunteers dedicated over 3,000 hours, drove almost 14,000 miles, participated in almost 500
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classes, and graduated over 7,000 students; all because they love their sport and want to pass on the heritage to the next generation of hunters. These efforts generated a value of approximately $67,000 in match dollars, greatly enhancing the WVDNR’s ability to utilize all of the Federal Wildlife Restoration funds.”

Besides funding hunter education programs, Wildlife Restoration Program dollars purchase land for wildlife restoration, improve wildlife habitat, and support research directed at solving wildlife restoration problems. Alabama used WSFR funds to re-establish white-tailed deer on nearly 30 million acres of range, and wild turkey on 20 million acres. Alaska used WSFR money to learn about habitat requirements, reproductive biology, and inter-relationships between species of Dall sheep, grizzly bear, moose, caribou, and wolves. Connecticut acquired nearly 10,000 acres of land, including key wetlands along Long Island Sound and the Connecticut River. Kansas purchased 57,000 acres of wildlife habitat. Maine’s first WSFR project live-trapped and banded waterfowl to learn more about migration routes, age and sex ratios, and the numbers of local nesting species.

Since 1937, nearly $8.3 billion has been invested in wildlife restoration through the Wildlife Restoration Program. It has become the most successful federal/state/conservationist/sportsmen partnership in history—and hunter education volunteers have been a part of it. Thank you!

**Article contributors:** Primary author: Christina Milloy, USFWS, Fish & Wildlife Administrator, Wildlife & Sport Fish Restoration Program (www.Christina_Milloy@fws.gov); Dan Forster, Director of the Georgia Wildlife Resources Division and past president of the Association of Fish & Wildlife Agencies; Curtis Taylor, Wildlife Resources Section Chief, West Virginia DNR, and Steve Hall, Executive Director, IHEA-USA (exdir@ihea.com)

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**Treestand Simulators Show Treestand Safety**

By Hank Tomlinson, Master Instructor President, Virginia Hunter Education Association

1. The entire unit folds down after removing braces and bolts to a package 7 feet 10 inches long by 20 inches wide and about 12 inches thick.

2. We use this primarily indoors, but it can be used outdoors, weather permitting. It will set up about anywhere that has at least eight feet of headroom.

3. The components of the simulator were salvaged from a discarded treestand and various pieces of an old ladder.

4. We left the top of the main back piece a little long to facilitate demonstrating how to attach the climbing safety rope (with the famous “Prusik” sliding knot) and to attach the haul line for lifting equipment.

5. We use narrow cargo straps to attach the simulator to a convenient pole or column, and if none is available it can be strapped to an open door and then close the door to support it.

6. The entire assembly was sand-blasted and painted by students at a local technical school, and it can be set up by two instructors in ten minutes or less.

We teach about 14 classes per year in Augusta, Highland, and Bath Counties located in the Shenandoah Valley of Virginia.

I would be willing to provide dimensions and instructions to any other instructors who feel this training aid would be beneficial to them. You may contact me using the information below:

**Email:** chickadee1@mgwnet.com
**Phone:** 540-939-4176
**Cell:** 540-290-9359
Teaching the Learning Disabled

By Tim Ferguson, Indiana Instructor

For one, I personally do not like the term “Mentally Disabled” but do refer to it as “LD or Learning Disabled.”

I was born in 1957 and while growing up in the 1960s and 1970s, I always had a hard time learning anything unless it was shown to me. I was told by other kids and the people around me that I was stupid. I served in the U.S. Army from May 1976 to May 1990, and while I was in the service I learned more than I did as a kid due to the fact that the military taught mainly by showing how to do the work. I became an Air Defense Instructor and a Combat Medic. All the time as a young adult I noticed that there were kids taking the class and scared because they too were LD. I teach and help others with their classes, about 8 to 12 classes (200 to 300 students) per year. I also am the Bow Hunter Education Instructor for district 10 and put on an archery clinic and teach beginning archery to kids and adults for the Griffith chapter of the Izaak Walton League of America.

When a parent signs their child up for Hunter Education, the parent has the responsibility to know if the child can take the class. If the child is LD, the parent would email me or call me and we will talk but it still is up to the parent to make the final decision if the child can take the class and understand. When I teach a class, I introduce myself and the other instructors who are there. From being LD myself and an Army instructor, I can feel who may need more help than others in the room. I make everyone feel they are the same and tell them all they need to do is to look at us and listen to what we are saying to them. I encourage them to ask questions on what is being covered no matter what. If they still have a hard time understanding, one of the other instructors, COs or if I am at the Hammond Cabela’s or at the Portage Bass Pro, the store helps me with an employee to help sit next to the child and this seems to help the child understand. At the end of the class, we encourage the students to raise their hand if they do not understand the questions or the answers—we would read them the question or the answers in a different wording until they understood. I would also state that there is no time limit on the test so they will not be stressed about time. Now, if an LD student is having a harder time, we will ask the student if they would like to do the test in another room with a CO. My students have always said, “Yes.” All of the LD students have passed the test scoring 90 or more due to treating them the same as other students, talking and showing them what to do and how to do it, coming up to ask us questions during breaks, not setting a time limit during the test and rewording some of the questions, having someone nearby to help them understand.

Just remember that a child or adult who is learning disabled does not make them mentally disabled, stupid or dumb, they just process information in a different way than others. Treat them the same as others in the class, encourage questions from everyone, not just the LD students. Also be there for all questions they might have during breaks (they may feel more at ease this way), then sometime during the class bring up that question if you think it will help others. Show the LD student that they helped others learn.
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Membership rewards are subject to change.
I’m resistant to technology. I use flint and steel to light my woodstove. In this readership, I believe I have plenty of company. On the other hand, hunters and shooters tend to recognize useful advances and put them to good use.

PowerPoint is clearly a useful thing, but like any tool the results obtained can vary widely depending on how it is used. I work with a number of teams and try to help out where I can. I’ve seen quite a few presentations by instructors and COs. In addition, I’ve been around PowerPoint professionally for some time. These are my suggestions for improving the effectiveness of the tool:

1. Keep the slides simple: What you should have on your slides is an outline. Talking points, if you will. As an instructor, you are the expert. Explain why each of the points is important. If you put too much on the slide, your audience will lose track of you as they attempt to read all that’s there.

   Another way to keep things simple is to avoid fancy sliding, fading or other gimmicks as the slides change. It may be fun to put one in as a humorous break, but don’t let the medium become a distraction.

2. Choose your colors: Avoid designer colors—stick to things like green, black, and white as background colors. Avoid figured backgrounds, except as a change of pace, or perhaps at the beginning and end of the presentation.

   Speaking of colors, make sure that your text contrasts enough so that it can be seen. It is best to check your color scheme in the same conditions in which it will be used, well before the presentation. Sit in the back. Can you really read the text?

3. Pictures: Pictures enhance the experience and make it possible to bring things into the classroom that may not be otherwise available. You can show the difference that hunter orange clothing makes as a supplement to whatever you show as part of the outdoor portion of the course. Field dressing can be shown in an auditorium where such activity would be impractical. Various short video clips can make points that would take hours of talking.

4. Don’t read the slides: If you find yourself reading the slides, you’ve put too much information on them. It’s also a fast way to lose your audience. Most of them can read faster than you can speak. Personally, when I’m in an audience and this happens, I have to fight off feelings that I’m wasting my time sitting there when I could have read a printed copy.

5. Face your audience: Students are making assessments of you as you speak. They are trying to decide if you are credible, and thus worth listening to. Eye contact and your bearing are important to making you believable. If you turn to look at the screen, even just to check to see if the slide advanced, you will lose your audience’s attention and the battle for believability. It gets worse if you read the slide. When using PowerPoint, I avoid my tendency to turn away to check the screen by turning the computer monitor so I can watch the

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**Please Remember the IHEA-USA When Writing Your Will**

As you know, the International Hunter Education Association – United States of America has a commitment to preserving and protecting our right to hunt as well as our hunting heritage. By providing for the IHEA-USA in your will or trust you will help to ensure that future generations will get to experience the same kind of outdoor experiences that you hold so dearly. Please read this testimonial:

“...The mission of the International Hunter Education Association – United States of America is so pure that for those of us that hunt and believe in education first and legislation last, I personally have included in my Last Will and Testament 1/2 of my estate to be awarded to the IHEA-USA. Hunting for me has been one of life’s great disciplines and made me a better person in so many ways. Having an understanding of our connection with the land, how we both collectively and individually influence our natural resources and the opportunity to actively participate in the management of those resources is key to the future of our hunting heritage.” –Tim Law hern

**You can set aside:**

- A specific dollar amount
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All donations received from this program will be deposited into our Planned Giving Endowment and will be utilized for long-term funding of the organization. The interest earned from this Endowment will be used for general operations for the IHEA-USA.

We urge you to consult your attorney in preparing your will or trust and hope that the following language will be helpful in providing a bequest to IHEA-USA:

“I give, devise and bequeath ____% of what remains of my estate (or $______) to the International Hunter Education Association – United States of America (Tax ID # 37-1145157), a charitable corporation presently having offices at 800 East 73rd Avenue, Unit 2, Denver, CO 80229”

IHEA-USA is a non-profit 501(c)3 corporation organized and existing under the laws of the State of Colorado.

Bequests of any size are gratefully accepted and sincerely appreciated. However, while IHEA-USA can accept gifts of land, we are not in a position to hold property for any reason. Any land given outright or bequeathed to IHEA-USA will be immediately sold. The proceeds of which will be used to fund our programs.
progression of the slides. An amazing number of people, including college professors, leave the monitor facing the back of the room, accomplishing nothing, except possibly distracting students in the back of the room. Put it to use!

There is one more good reason to keep yourself facing the audience. If you are facing away from them, they are not hearing you. Your voice is simply going the wrong way, and the kid who listens to MP3s on a daily basis or the older guy who works around noisy machinery just aren’t going to hear you. If that goes on very long, you’ve lost them.

6. Know your equipment:
Goodness, you never take a new rifle out hunting before practicing with it and becoming confident in how its features operate. Similarly, if you fumble with equipment in front of an audience, it does nothing to advance the credibility of your presentation. Practice, if at all possible in the room you’ll be working in. Each room has its own peculiar lighting and acoustics. Be ready for them.

7. Be prepared:
Stuff happens. Bulbs burn out, technology fails. Always have spare parts and the knowledge to use them. It also helps to have one or more of your instructors available to step in with a short subject if you need time to regroup. Keep things moving and hold your audience.

8. Let the children lead:
Really. If you don’t know how to use computer-related stuff, you may have or know children who do. I learned a lot about how to do certain shortcuts on a computer keyboard by watching my son for ten minutes when he was in middle school. There are features in PowerPoint that they can show you. Trust me—they know this stuff because they grew up with it!

9. Update:
Don’t get comfortable when you have a presentation in the can. Rules and equipment change—ideas get better. You’ll see new pictures on the Internet. Take time to review and revise. PowerPoint is useful, and has an appeal to our younger students, but don’t let it take over. You are the instructor, you are the one with something to impart. Don’t let your message get lost in the technology!
Binoculars come in many configurations defined by the objective lens size and magnification. To understand binocular size, you must first know what the numbers mean. For example, on a set of 10x42, the number 10 defines the magnification. It doesn’t mean that the object you are looking at is 10 times bigger, rather it means that the object looks 10 times closer. The second number, 42, defines the diameter in millimeters of the objective lens, which is the opposite end of what you’re looking through.

- **Full-size binoculars** (objective sizes 42, 50 and 56): Capture more light and perform better in low-light situations. The 50 and 56 objective lens size is too heavy for packing in long distances
- **Mid-size** (8x32 and 10x32): Best all-around choice for wildlife and general observation
- **Compact** (8x25 and 10x25): Best for daytime outdoor activities and stadium event viewing

The diameter of the objective lenses tells you how much light your binoculars can gather. Larger diameter OBJ lenses = more light. More light means a brighter view.

**Tip on magnification:** Binoculars with magnification powers greater than 10 amplify the movements of your hands, making steady viewing difficult. Use a tripod.

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**Remington Gun Care & Tips**

*“Innovations Making Gun Care Easy”*

By Robert J. Kaleta, Product Manager - Remington Gun Care

Keeping your firearms clean and properly lubricated is critical to function, reliability and accuracy. Let’s focus on cleaning the bore and accuracy. Fouling build-up can quickly cause an unwanted increase in group size. When the grooves of the rifling become filled or “fouled,” consistent bullet placement becomes impossible.

Neglect is often due to the time, labor, mess and the expense involved to restore a bore back to mirror-bright condition. Procrastination or total evasion of bore maintenance reduces accuracy and increases the risk for corrosion. However there is good news…

Innovation in gun care is allowing shooters to get a bore cleaned faster, with less mess and without unpleasant smells. New methods can save you time and money by eliminating the need for multiple patches. The Remington® All-In™ Bore Cleaner applied to a brush will easily scrub and chemically remove unwanted fouling. Use in combination with the Remington® Squeeg-ETM to steadfastly pull debris out from chamber to muzzle for a mirror-bright bore. For clean up – simply rinse your gun care gear with water by design of this new water-based bore system. Visit www.shopremingtoncountry.com to view more innovative solutions in firearms maintenance.
As young hunters are learning about animals, hunting and using hunting tools, hunter education instructors share knowledge, skills, experiences and resources. Learning is a lifelong adventure where learners of all ages seek more knowledge. Where can instructors and young hunters look to advance their search?

The American Wilderness Leadership School (AWLS) located near Jackson, Wyoming in the Bridger Teton Forest has six summer workshops for educators and one workshop for youth ages 16-18. The focus of the conservation education curriculum is the North American Model of Wildlife Management and the positive role of hunting. AWLS is owned and operated by the Safari Club International Foundation.

Field trips deliver first-hand observations of wildlife habitat and human conflicts and how state and federal agencies manage them. Participate in lively discussions on the topic of legal vs. ethical hunting. Learn how this instruction technique can be effective.

Learn how the North American Model of Wildlife Management is applied and how results effect hunting opportunities. The AWLS workshop shooting program includes earning instructor certification for the National Archery in the Schools Program that is used not only in schools but in non-school organizations. Experienced instructors will share their teaching techniques using firearms: shotgun, rifle and handguns.

The AWLS 3-D archery range is an introduction to bow hunting. These hands-on learning experiences are fun and life-changing.

Now is a good time to plan for 2015 summer workshops and tuition sponsorships to AWLS are available. Space is limited—240 educators and 30 high school students will be accepted to attend. To request an application or for more information, contact Sue Hankner via email at shankner@safariclub.org or call (520) 620-1220. You may also visit www.safariclubfoundation.org/education/awls to find workshop dates, applications and more.
In continued appreciation of the committed volunteer efforts of Hunter Education Instructors around the United States, Gallery of Guns, one of the most progressive firearms whole-salers in America, announces the renewal of their Champions of Hunter Education program.

Champions of Hunter Education is designed to recognize Hunter Education Instructors that break the confines of average teaching, give to the future of hunting, and set a standard within their own state for safe and ethical hunting. This program is executed in partnership with the IHEA-USA, and Hunter Education Administrators are encouraged to nominate instructors within their states that meet specific criteria, setting them apart from other instructors in their area. All recognized instructors will receive a Ruger American rifle and will be featured in 2015 issues of the IHEA-USA Hunter & Shooting Sports Education Journal.

Bryan Tucker, CEO of Davidson’s, states “Youth hunters are indeed the future of this proud American heritage. Hunting, responsibility, and resource conservation go hand-in-hand and we believe it is vital to encourage the continued efforts of both the instructors as well as the young hunters themselves. Davidson’s and GalleryOfGuns.com is proud to partner once again with the IHEA-USA in 2015.”

In addition to awards and recognition for instructors, Gallery of Guns is also excited to announce the first winner second year of the Future Leaders in Conservation scholastic scholarship program. Through this program, your hunter education students with a passion for hunting have the opportunity to submit a 200-word essay and win $2,500 in scholarship funding. Two students will receive scholarships and will also be featured in the IHEA-USA Hunter & Shooting Sports Education Journal and Hunter’s Handbook, the official student publication of the IHEA-USA.

Applications can be obtained through state hunter education administrators or by visiting the IHEA-USA website at ihea-usa.org.
New Products for Instructors

Keep Your Whole Body Warm with ThermaCELL Heat Packs

Schawbel Technologies, LLC, introduces a revolutionary solution for long-lasting warmth with their new ThermaCELL Heat Packs. Building on the ThermaCELL Heated Insoles technology, Heat Packs come in two versions: Hand Warmers and Pocket Warmers. These unique Heat Packs are lightweight, rechargeable warmers with adjustable temperature settings that provide many hours of comfort, helping maintain a higher body temperature to keep the cold from cutting your hunting activities short.

Heat Packs are thin and feature three temperature settings reaching up to 122°F. Simply select one of three temperature settings and place a Heat Pack anyplace that could use some warmth. Unlike disposable, air-activated hand warmer packets, Heat Packs provide constant, regulated, rechargeable warmth.

Take control of the cold with ThermaCELL Heat Packs.
Carl Zeiss Sports Optics, the world’s leading manufacturer of high performance sports optics, is pleased to announce the world’s first premium crossbow scope, TERRA 3x XB75 with patented ballistic reticle. The new XB75 2-7x32 offers crossbow enthusiasts the ability to determine aiming points from 20–75 yards in 2-1/2 yard increments based on the chronographed speed of the bow.

The TERRA XB75 2-7x32 features all the benefits of German engineering and performance that you’ve come to expect from ZEISS, including uncompro-mising optical performance, all in a lightweight, extremely rugged, compact 1” design. Features MC anti-reflective coatings to produce bright, high contrast images eliminating the need for an illuminated reticle.

This super-cool scope’s ocular ring has engravings representing speeds from 275 fps-425 fps and magnification from 2x-7x allowing you to program your scope based upon your crossbow’s manufacturer speed performance. Check out this awesome optic online along with other quality ZEISS products at www.zeiss.com/sports. MSRP: $444.43

Check Out the Razor-Pro from Outdoor Edge

Never sharpen your knife again with Outdoor Edge’s new double blade folder. Features a replaceable razor-blade knife plus zipper blade for lightning-fast field dressing. To replace a blade simply push the lock button to remove and insert a shaving-sharp new blade. The black-oxide coated blade holder provides superior support for razor-blade performance with the strength of a traditional knife. Rubberized handles ensure a secure non-slip grip, even when wet. Handles are available in black with a black nylon sheath and blaze-orange with Mossy Oak sheath. Each knife comes complete with six surgical 420 stainless steel razor-blades. Replacement packs of six-blades are sold separately.

Razor Pro MSRP: $79.95
Six Replacement Blade MSRP: $14.95
It's like shooting ourselves in the foot

If you put a bullet hole in it, you sign the hunting and shooting community's name to it. Help protect the reputation of responsible hunters and shooters by not leaving your signature and by reporting vandalism.
Instructor Discount Corner

Steeped in tradition and quality, **Weatherby wants to remind Hunter Educators** of fantastic discounts designed just for them on their full line of products, including the cool, freshly designed WBY-X series. “The Hunter Education program sets the tone for the future of our industry,” states Executive Vice President, Adam Weatherby. “The passion and dedication of our hunter education instructors help pave the way.”

Shop online at Weatherby.com for some of their coolest products like the WBY-X Vanguard® Blaze, then head over to the Special Offers for Instructors section online at IHEA-USA.com to download the Weatherby form and start shooting!

**Grovtex**, US, an American-made company out of Milwaukie, Oregon is now offering discounts on its carefully engineered, practical line of hunting accessories.

Kim Graham, Vice President of Sales and Marketing for Grovtex states, “The 57,000 IHEA-USA instructors play a critical role in setting examples for the 700,000 students that pass through hunter education courses annually. Our American hunting heritage is the foundation of our careful design and long-term commitment to offering outstanding U.S.-made hunting and shooting accessories. The Grovtex team is excited to offer this group of folks committed to a sport that we love discounts on our products.”

Interested instructors can download the order for Grovtex swivels, slings, holsters and more by going online to ihea-usa.com/instructors/special-offers-for-instructors.

**OnXmaps reminds you** that you can help your students stay safe and have a successful hunt by having OnXmaps at their fingertips. OnXmaps shows your students exactly where they are on planet Earth when hunting, and offers a generous 30% discount to certified Hunter Education Administrators and Instructors.

OnXmaps offers great “never-lost” map software for Garmin GPS, mobile devices, and computers. Matt Seidel, Marketing Director states, “OnXmaps is excited to renew its partnership with the International Hunter Education Association. The partnership will continue to provide instructors and students with a crucial mapping resource that easily determines land ownership while out in the field. An important part of retaining and recruiting new hunters is for them to be able to find and access places to hunt. The ability to easily locate public lands, private landowner information, and hunting units while in the field makes it easy for new and old hunters alike to enjoy their hunting experience.”
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