



A THIRD REVOLUTION

Shane Mahoney exhorts hunters to recognize the dawning of a crucial moment in the history of conservation.

Humans have shared an inevitable interdependence with wild creatures. As both hunter and prey, we enjoined the miracle of wild death and resurrection, and learned much from the wild others who walked the savannas, grazed the alpine meadows, and wandered the great tundra regions of Africa, Asia, and Europe. But we drew more than physical sustenance from those we pursued and killed. It is my belief that we developed our concepts of beauty, our talents for technical innovation, our art, and our religion from engagements with those animals we observed, pursued, captured and escaped. In this profoundly natural sense, wild nature gave us ourselves. That is why the loss of wild creatures and the landscapes they roam is of such consequence to the health and well-being of humanity today.

By world standards, North Americans enjoy a continent that teems with accessible wildlife, offering all citizens, hunters

and nonhunters alike, the opportunity to witness the subtlety and grandeur inherent in the natural world. We remain connected to our distant past by such opportunity, and find in the noisome flights of geese, the graceful ballet of the white-tailed deer, or the sight of elk grazing in the golden mists of morning something that stirs us in a special way, one we find very hard to explain. We inherently recognize that we are in the presence of beauty and that before us stands a life-giving force. The stirring of this deep awareness leaves a lasting impression that allows us to step outside our normal lives and wonder about the world and our place in it—an experience often described as spiritual or even religious.

Unfortunately the wild abundance of America today is often taken for granted. Citizens of Canada and the USA have come to expect wildlife diversity as part of their cultural experience and remain largely uninformed of the heroic efforts by conservation leaders and policymakers that led to this priceless wild legacy and the complex infrastructure that ensures its continued presence in our lives. They have no idea that wildlife was rescued on a massive scale 120 years ago. In the absence of such awareness, an impression has taken hold that wildlife exists free of human endeavor, or that only in the absence of human influence can wildlife thrive. Much is threatened by this lack of understanding, not only wildlife diversity but also our cherished tradition of open access to it. Hunting and sustainable use in all forms are especially at risk.

Addressing this lack of awareness by North American society is beyond question one of the great social responsibilities for the conservation movement in this 21st century. We will undertake a massive effort to enlighten the citizenry of this continent on the philosophy and practicalities of conservation, or we will watch in painful awareness the loss of one of the great intellectual and cultural achievements of the USA, quickly and wisely joined by Canada, and recently discovered by international organizations the world over: sus-

tainable use. In the absence of such knowledge, we will enter a world without light, one in which conservation policy and law will be based upon inclination and ignorance. The results will be opportunistic, chaotic, and doomed to failure. We must remember that wildlife conservation and the protection of human cultural traditions can only be accomplished by long-term strategies based upon deep knowledge, compassionate enlightenment, and unwavering commitment.

This is exactly what a small group of dedicated leaders and a legion of hunter-naturalists and wilderness proponents provided in late 19th-century North America, the seminal period which founded the sustainable use movement and gave to the world the very principles of conservation. In what can only be termed a revolution, men like George Bird Grinnell, President Theodore Roosevelt, John Muir, and Gifford Pinchot in the USA, and Prime Minister Sir Wilfred Laurier, Gordon Hewitt, and Clifford Sifton in Canada, stood firm against a 300-year-old tradition of slaughtering North American wildlife and destroying habitat in pursuit of profit. In a cyclone of change, they inspired two young societies to launch wildlife refuges and reserves, National Forests, National Parks, substantial and effective legislation for the protection of wildlife, and an ethic that saw sustainability and democratic access to wildlife by diverse traditions as the principles to be preserved and promulgated. In building this extraordinary movement, they challenged and eventually destroyed the myth of inexhaustibility that had underlain the abuse of North American wildlife for so long.

By the 1930s, it was clear, however, that even these great achievements were not enough. Wildlife had recovered on a massive scale but some species were disappearing despite complete protection, while others were prospering despite liberal hunting seasons. How could this be explained? There was a deficit of scientific knowledge. The shock wave of conservation's first revolution had reached a for-



SHANE MAHONEY

Shane Mahoney is a philosopher, scientist, and hunter, and an expert on the North American model of wildlife conservation.



Game Trails continued



eign shore and seemingly the limits of its imaginative drive had been defined and found wanting.

But again there would be heroes. Again the hunter-naturalists of North America would stand firm for conservation. In the USA particularly, a new tide was already running. With imaginative new legislation to provide funding (the Wildlife Restoration Act) and political and professional visionaries like “Ding” Darling and Aldo Leopold to guide the new wave of passion and concern, the age of wildlife management was born. A second revolution, incited and carried by the wise use philosophy of American hunters, was launched.

Now, in this new century, we are again challenged to rise in the name of wildlife. A web of social, environmental and political change has ensnared the sustainable use conservation movement.

The earlier achievements, so hard won and passionately defended, and so successful for wildlife, are under siege. It is our time now—the challenge has fallen to us. We can watch this miracle of wildlife recovery die, and fail those who fought for our rights and privileges, or we can stand with pride and lead North American conservation yet again. The third revolution is ours to fashion, ours to undertake.

This third revolution must engender a massive mobilization of intellect and passion for the cause, but it must begin with an all-out effort to bring conservation history to the citizenry of Canada and the USA. In the absence of this, all other efforts will fail. The appalling truth is that only the tiniest fraction of the public has any idea of the history referenced here. This reality is more than an embarrassing truth, however. It is freighted with powerful consequences. Without knowing the

power of hunting to instill conservation ideals and without knowledge of what it takes to maintain conservation programs, the public will continue to believe that wildlife exists by accident, and that hunting is a tradition that has outlived its time. Our efforts will decide how this debate unfolds. If we stay out of this struggle, then we’d best be prepared to put up and shut up. If we engage, we must do so with all the strength we have.

In future articles, the North American Model of Wildlife Conservation and its history will be explained in more detail, and this call to arms rejoined. The cry will go out. Let us be part of the third revolution, not the ones on whose watch the movement failed. Wildlife and hunting are at stake. So is a nation’s pride, a continent’s legacy, and a sacred part of ourselves.

—Shane Mahoney

REACHING OUT TO STUDENTS

*A new curriculum for
conservation-minded teachers*

The Dallas Ecological Foundation is proud to offer another outstanding curriculum for high school teachers. The DEF started with their Outdoor Adventures curriculum—a full semester physical educa-

tion course for secondary schools. This fall, the DEF will send to all Texas high school Social Studies courses a great lesson plan based on the North American Conservation Model presented by Shane Mahoney. While most U.S. History, U.S. Government, Economics, and Geography courses in Texas High Schools mention conservation in their curriculums, the units of study are limited. However, the North American Conservation Model offers a comprehensive detailed description of the events that have shaped our wildlife heritage today. Each social studies course can incorporate these valuable lessons with the new curriculum built around Mahoney’s DVD, with two or three independent lessons that can be taught in conjunction with the Progressive Movement, Environmental Movement, and Westward Expansion.

Some of the student objectives include:

- Identify the last 19th/20th century individuals who were responsible for initiating the conservation movement in the United States

- Define conservation within the context of the 20th century environmental movement
- Compare and contrast the philosophical arguments of conservation advocates in regard to the establishment of the National Park System
- Identify the geographical locations of western national parks (i.e. Yellowstone, Yosemite) and identify reasons for conservation of these regions
- Construct an essay based on primary source document analysis and illustrate the basis for the conservationist movement.

The lesson plans are very detailed and allow for individualized teacher assessment and delivery, with tools such as PowerPoint presentations, student objectives, learning experiences, modifications, enrichments, and assessments included in each lesson plan.

The entire Conservation Model lesson plan will be sent to Texas high schools in September 2009, and will also be available through the Dallas Safari Club’s Web site: www.biggame.org.



DALLAS SAFARI CLUB

The Outdoor Adventures program taught outdoor skills to Texas students. Now, a new social studies curriculum will teach high school students about conservation.