

FISHING MERIT BADGE COUNSELOR GUIDE



Fish are a remarkable group of living creatures. They have the ability to live underwater, often undetected, while they go about their daily activities of feeding and resting. If fish populations and their environments are managed with sound scientific principles, they will sustain themselves forever.

Early on, primitive men across all cultures learned to catch fish to feed their family group. As their fishing skills improved, they began to catch more fish than their immediate friends and family could use.

Mankind has always enjoyed having fun, so as time passed and the need to feed oneself and family became easier and more diverse, recreational fishing was born. Hooking devices and angling techniques were perfected to trick fish, and both angler and fish were hooked. Recreational angling became a game of sorts.

BSA angling goes all the way back to Scouting's founder, Robert S. S. Baden-Powell, who said, *"Every Scout ought to be able to fish in order to get food for himself. A tenderfoot (beginner) who starved on the bank of a river full of fish would look very silly, yet it might happen to one who had never learned to catch fish."* True to B-P's words, the Fishing Merit Badge seeks to teach those very skills.

To serve as a merit badge counselor, you first need to register with the BSA. A potential merit badge counselor must complete the **Adult Application** form, No. 524-501, and submit it along with the BSA **Merit Badge Counselor Information** form, No. 34405. See the Scouting Forms from the National Council page at www.Scouting.org. Search for "Merit Badge Counselor" - you will be taken to <https://www.scouting.org/?s=merit+badge+counselor>. Your local Scoutmaster can help you obtain and fill out these forms. There is no cost. If you are new to merit badge counseling, we recommend that you review the **Merit Badge Counselor Orientation**, No. 34542, and **A Guide for Merit Badge Counseling**, No. 512-065.

Any qualified individual of good character can be a merit badge counselor. If you are over the age of 18 and have the skills to teach fly-fishing, you can become a merit badge counselor. You should also have the patience and skills to work with Scout-age boys and girls. Merit badge counselors are critical to the success of BSA's merit badge program. They offer their time, experience, and knowledge to help guide Scouts in one or more of the merit badge subjects.

The BSA also requires that you complete the online Youth Protection training prior to working with Scouts. To take the training, go to www.MyScouting.org and establish an account using the member number you receive when you register for BSA membership. Note that this program addresses strategies for personal safety for youth as well as adults. Youth Protection includes training for two-deep leadership where an adult is not allowed to interact singly with a Scout. In addition to no one-on-one Scout-adult interaction, adult leaders are taught to respect a Scout's privacy and to report potential problems or infractions.

The Fishing Merit Badge pamphlet is available for purchase at the local council Scout Store or online at: <http://www.Scoutstuff.org>. You can find the most current requirements for the FMB and also a Merit Badge Primer video that describes the merit badge process on the National BSA website at: <http://www.Scouting.org>. Just conduct a search for "Merit Badge".

It is important to realize that the merit badge program is based on the Scout demonstrating the knowledge and skills needed to become reasonably competent in the merit badge. For the FMB, a Scout does not need to become an expert angler to earn the merit badge.

It is also important to note that a merit badge counselor is not to change, or deviate in any way, from the established requirements in the merit badge pamphlet. Some accommodations, however, are allowed for Scouts with certain disabilities.

The merit badge counselor will:

- *Assist the Scout as he or she plans the assigned projects and activities to meet the merit badge requirements.*
- *Coach the Scout through interviews and demonstrations on how to do the required skills of the craft, business, or hobby.*
- *Follow the requirements of the merit badge, making no deletions or additions, ensuring that the advancement standards are fair and uniform for all Scouts. Accommodate Scouts with certain disabilities as needed.*
- *Certify the Scout after determining whether he or she is qualified for the merit badge.*

Once contact has been established with the Scoutmaster or the Scouts, the counselor will develop a program schedule convenient to all. Be aware that Scouts may arrive at the first session knowing little or nothing about fishing or the equipment used in the sport. The Scout may or may not have read the FMB pamphlet or may have a pamphlet that is not current.

Because the requirements have changed slightly over the years, it is the responsibility of the counselor to obtain and follow the most current requirements, available online at <http://www.usScouts.org/usScouts/mb/mb052.asp>.

Remember, the Scouts may arrive with little or no preparation. Some Scouts may show up to simply earn another merit badge, learn something about fishing or accompany a pal who wants to earn the badge. Many youngsters have never held a squiggly worm or a live fish before so be ready to guide the process so someone doesn't get a wildly flying hook in their hand.

Above all, your job as counselor is to bring enthusiasm, knowledge and skill to each session and transfer those to the Scouts. By the time you are finished, each of your Scouts should be

equally enthusiastic about the sport of fishing and be grateful to you for taking the time and effort to teach them how to participate in the sport. Make the time with the Scouts safe, fun and exciting.

It is recommended that you bring all fishing equipment, supplies and bait. Relying on the Scouts to bring their equipment is a mistake. If they have any equipment at all, Scouts may bring such a diversity of stuff that by the time you straighten it out, you will lose the attention of the other Scouts. It is better for all Scouts to use the same equipment.

Remember, to earn the merit badge, Scouts do not have to become experts in the sport. Your job is to bring them along to a level of competence that allows them to successfully catch a fish and have fun doing so. Keep your instruction in simple modules and keep your program moving to prevent boredom and distractions.

You are not alone! Although you may have the knowledge and skills to be a good angler, you may want to call on others with special expertise. They will also help you maintain two-deep leadership with your Scouts. Contact your local Council Fishing Committee to find Certified Angling Instructors (CAIs) in your area. You can also go to <http://bsafishing.com/> for more information. Remember - only a registered counselor may sign off a Scout's work on merit badge requirements, but other adults can serve as instructors under your supervision, whether they are registered Scouters or not. Registered Scouters should have current Youth Protection Training (YPT). Non-registered adults should be encouraged to take YPT or at least be briefed on BSA youth protection policies.

Requirements

Each requirement will be addressed individually with tips and points offered to help you become more aware of the tasks required of each Scout. The FMB pamphlet, available at all BSA Scout Shops, discusses each of the requirements so the counselor is encouraged to read it thoroughly before interacting with Scouts. The latest requirements are also listed in the annual Boy Scout Requirements publication (#35899) and as noted above. Preparation, flexibility and a great attitude are the keys to success.

1. Do the following:

- a. Explain to your counselor the most likely hazards you may encounter while participating in fishing activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.**
- b. Discuss the prevention of and treatment for the following health concerns that could occur while fishing, including cuts and scratches, puncture wounds, insect bites, hypothermia, dehydration, heat exhaustion, heatstroke, and sunburn.**
- c. Explain how to remove a hook that has lodged in your arm.**
- d. Name and explain five safety practices you should always follow while fishing.**

First, remember that this is not a First Aid Course. The Scout is not learning to become a doctor but rather is being cautioned to be prepared for some of the accidents that might occur while fishing. The counselor should lead a discussion on injuries that could happen on any typical fishing expedition. The Scouts should already know something about first aid for wounds, broken bones, hypothermia, and heat exhaustion. The counselor's role is to draw out information from the Scout. If multiple Scouts are earning the badge, the discussion becomes easier as each Scout will contribute different perspectives. Watch for Scouts that might be exceptionally quiet and draw them into the conversation with specific questions.

Above all, caution that hooks are sharp and that they can cause puncture wounds. Also, an errant weight, lure or weighted hook blown into the back of the head on the forward cast can really sting. When casting, the angler must always be cautious of who might be behind them and also to be aware of the wind direction to reduce being struck by a wind-blown hook. When possible, have the wind come from the direction of your non-casting arm.

Still, sooner or later a hook will impale an angler and it need not disrupt an otherwise great fishing experience. There are two first aid techniques for removing hooks. Most anglers are familiar with the "push the hook through" procedure where the barbed section is cut off and the remaining shank portion is withdrawn from the entrance hole. Like just about everything, it has its advantages and disadvantages. While this technique is simple and relatively straightforward, you will need a wire cutting tool capable of cutting the embedded hook. Moreover, you create a second puncture wound when you push the hook point up through the skin to expose the barb prior to cutting the hook.

The second hook removal technique, "Snap-Pull", also has its limitations. The procedure is explained well in the FMB pamphlet but be aware that earlier pamphlet editions may show an incorrect graphic depicting the string pull point occurring near the center of the hook shaft. The correct string pull point is at the hook bend. This technique shouldn't be used where there is underlying soft tissue like an earlobe.

Bring an orange or piece of rigid foam to the session and use it to demonstrate both hook removal techniques. Note that ice applied to the area might serve as an expedient anesthetic.

Nevertheless, the Scout should be cautioned to use these techniques only if they feel comfortable doing so. As in any wound, there may be exposure to blood which also makes it a concern. When in doubt, another Scout could immobilize the hook using tape or a bandage and get the patient to an appropriate medical facility.

Some of the safety practices to follow when fishing include:

- Bring a first aid kit.*
- Take precautions to prevent heat reactions, dehydration or hypothermia.*
- Wear sunscreen.*
- Limit physical activity.*
- Wear eye protection (e.g., sunglasses) and hat.*
- Write a trip plan and leave it with someone.*

*Slipping, falling into underwater holes, being swept down river by flowing water, lightning and storms, and vulnerability to wild animals are additional concerns. The further outback you go, the risks increase - so **Be Prepared!** For some sample forms from Boy's Life magazine, go to <https://boyslife.org/outdoors/outdoorarticles/14567/forms-for-planning-a-backpacking-trip/>. See <https://filestore.Scouting.org/filestore/pdf/34416.pdf> for a pdf copy of the Guide to Safe Scouting. See in particular the sections on Moving Water and Life Jacket Use.*

Again, the counselor might lead a discussion to draw out these points and encourage the Scouts to add to or embellish each point on the above list.

2. Discuss the differences between two types of fishing outfits. Point out and identify the parts of several types of rods and reels. Explain how and when each would be used. Review with your counselor how to care for this equipment.

The counselor should bring several different kinds of fishing rods to demonstrate the differences in gear, for example:

- *A fixed-line rod, such as a simple bamboo pole for bait fishing or a telescoping Tenkara rod for bait or fly-fishing.*
- *A closed-face spin-cast rod and reel for fishing with bait or lures.*
- *An open-face spinning rod and reel for fishing with bait or lures.*
- *A bait-cast rod and reel for fishing with lures.*
- *A fly rod and reel for fishing with flies.*

Saltwater anglers generally use heavier and more corrosion resistant equipment so if you are appealing to coastal Scouts, having this kind of gear will enhance your presentation. All of these items may be left conveniently on display for Scouts to inspect further during breaks in the session.

Caring for the equipment includes washing, rinsing with fresh water after use and allowing it to dry thoroughly. Oiling or lubricating the reel and cleaning the fly line with a dressing every once in a while, can increase its useful life. Never store your equipment in direct sunlight or in a hot car as the UV rays and heat will gradually destroy the plastics in fishing lines, making them weaker. Similarly, insect repellants and some sun screens have components that may ruin lines, especially fly lines.

With the different angling outfits present, lead the Scouts on a discussion of when and why a given type of gear is more suitable for different fishing situations. Many rods and especially reels have been well-engineered to provide many years of continual use. Ensure that the Scouts have an understanding of how to care for their equipment so that it continues to perform well.

3. Demonstrate the proper use of two different types of fishing equipment.

Use your judgment on what kinds of fishing equipment you will ask the Scouts to demonstrate.

For beginning Scouts BSA anglers, it is best to start with a closed-face spin-cast outfit. You won't have to worry as much about tangles. Coordination in casting is a bit easier to demonstrate and for the Scouts to learn. They generally can pick up the procedure of casting and retrieval fairly quickly. After they have demonstrated use of the closed-face rig, let them try a rod mounted with an open-face spinning reel. Fixed-line bamboo pole outfits are generally reserved for Cub Scouts, but simple fixed-line Tenkara outfits can be an excellent introduction to fly-fishing.

While you might want to have advanced anglers demonstrate their abilities with bait-casting or fly-fishing gear, beginning anglers should be limited to the simpler closed- and open-faced spinning rigs.

One last thought - spend time on the water to teach how to safely cast to a likely spot, detect a bite, set the hook, play and land the fish, and safely release it. Often these skills are not taught and a Scout may well miss an opportunity because the instructor has failed to teach actual fishing skills.

4. Demonstrate how to tie the following knots: improved clinch knot, Palomar knot, uni knot, uni-to-uni knot, and arbor knot. Explain how and when each knot is used.

Understand that some Scouts will be able to visualize the process of knot-tying and some will not. You will quickly notice those Scouts who are having problems and need special attention.

Use of the E.D.G.E. method (Explain / Demonstrate / Guide / Enable) has worked well with hands-on activities like knot-tying. Use of this method, developed for Scouts, can be found at <https://www.rapidstartleadership.com/how-to-teach-using-the-edge-method-2-minute-tip/>.

Let the Scouts know that the FMB knots were selected because they are simple and effective. Mention that every knot tends to weaken the line somewhat and that the best knots should retain most of the effective breaking strength of the fishing line that they are using. Poor knots like an overhand knot may reduce the effective line strength by as much as half! All knots should be moistened prior to bringing them up snug as the friction of pulling a knot together generates heat and heat can also reduce line strength.

Each recommended knot is described fully in the FMB pamphlet. Some step-by-step instructions are available at <https://www.101knots.com/category/fishing-knots> and animated step-by-step tutorials are available at <https://www.animatedknots.com/fishing-knots>. These websites are a great resource for you and can be used to help Scouts visualize how to tie the knots.

It will be helpful to bring in 36-48" lengths of heavier fishing line (and even very light cord) for Scouts to practice their knots. For demonstration purposes, get (or make from a wire coat hanger) some large hooks and let the Scouts practice with these larger items before they graduate to the real stuff.

If possible, try to bring enough line and hooks, and Ziploc bags, so that each Scout can bring them home. Such souvenirs serve as a reminder of the appropriate knot as well as an item to certify their accomplishment. Further, see if you can get your hands on some knot-tying pamphlets to hand to Scouts for later review. Many tackle shops, websites and angling manufacturers provide them free of charge.

One reminder to the counselor is that while the counselor might have considerable experience in “better” knots, only the knots outlined in the requirements should be used. If a Scout asks for a different knot note that you will demonstrate it afterwards. Introduction of additional information during this challenging session will only serve to confuse some Scouts.

Rehearse exactly what you plan to do beforehand. If you seem confused and have to refer to a pamphlet for a given knot, the Scouts may quickly lose confidence in you and it will be difficult to bring them back to task.

Have the Scouts pair off and encourage them to work together to tie the knots. Try to pair Scouts who quickly understand the knots with Scouts who are having trouble. Just ensure that you are there to help them through it. Knots can be difficult and your help is critical. A skilled assistant or two will make the process flow better and give the Scouts the individual attention they need.

5. Name and identify five basic artificial lures and five natural baits and explain how to fish with them. Explain why baitfish are not to be released.

The counselor should bring in several different types of lures and baits to demonstrate and facilitate a discussion on this requirement. Each should be well marked and on display. For artificial lures, bring jigs, plastic worms, spoons, spinners, plugs and flies. While it may be difficult to bring to your session live minnows, crawfish, leaches, mealworms, crabs and shrimp, no one can dispute the adventure that occurs when live worms slither around a Scout’s hand for the first time.

Make sure that the Scout understands how to properly impale the bait onto the hook. Assure the Scout that these live animals are not being hurt because they do not have advanced nervous systems and brains needed to “feel” pain.

Artificial lures with multiple hooks can be an added safety issue so ensure that the Scouts understand that anytime the rod is bent, there is potential energy to impale a hook into a fish as well as a Scout.

Again, spend some time teaching when each type of lure might be used and especially how to rig and fish it once the cast is made. Show how to set the hook when a fish bites. Remember our goal is to offer these Scouts an enjoyable angling experience and catching fish at their age is an important part of that enjoyment.

6. Do the following:

- a. Explain the importance of practicing Leave No Trace techniques. Discuss the positive effects of Leave No Trace on fishing resources.**
- b. Discuss the meaning and importance of catch and release. Describe how to properly release a fish safely to the water.**

Leave No Trace should be integrated into every element of angling. From the start of your program emphasize LNT principles. During class, for example, it should be taught as part of knot tying by ensuring that the Scouts pick up the mess from all clipped materials, collect all clippings and disposed of them properly. In the field, Scouts may need to be reminded to minimize their presence when they move to, through and from the water.

Should a fish be kept for dinner, all entrails should be buried or disposed of according to procedures outlined by fishery managers. Some managers want the carcass to be cut up and thrown back into the water to replenish nutrients for future generations of fish. Others want the carcass buried and in contact with topsoil, or carried back out with other trash.

Introduce the concept of “Biological Leave No Trace”. Scouts should be reminded that invasive species not native to the water being fished can be a much bigger problem. Inadvertent transfer of invasive species can be a real and long-term problem. For example, New Zealand mud snails and *Didymosphenia* (a diatomic form of aquatic algae) can be transferred by hitching a ride on common felt boot bottoms. While paper and plastics may last for 1-5 years before degrading, invasive biological organisms may last forever! Scouts should be aware of invasive organisms and cautioned to wash or sterilize their equipment before going from one water body to another. Three tablespoons of Clorox in a gallon of water will do the job.

Catch and Release is a valuable fishery management tool that allows a fish to be caught and enjoyed by more than one angler. Our founder, Lord Robert S.S. Baden-Powell was an early advocate of catch and release.

Various factors will determine if a released fish lives or dies but the most important factor is the location where the fish is hooked. A fish hooked in the gills or throat has a much lower survival rate than a jaw-hooked fish. Fish caught with artificial lures and flies generally survive better because the hooks are not often deeply swallowed. A fish profusely bleeding will have a great chance of dying within 24 hours of release and may be better served if taken and used for food if it is legal to do so.

While using barbless hooks does not significantly increase fish survival, their use can often ease the trauma of release by reducing handling time. Using wet hands and minimally handling a fish are always good practices. Get the fish back into the water as quickly as possible. A good rule of thumb might be to hold your breath while the fish is out of the water. When you have to breathe, so does the fish!

Ingesting a hook too deeply may call for cutting your line and releasing the fish with the imbedded hook. With a bit of luck, the fish may soon expel the hook allowing the wound to heal naturally.

Minimize the time fighting a fish. If you expect to catch larger fish, use a rod and line appropriately weighted. A lightweight rod used to catch a large fish will almost certainly extend the time to subdue the fish. Longer playing times contribute to fatigue, stress and make that fish more vulnerable to even larger predators upon release.

Higher water temperatures hold less oxygen and can contribute to increased fish mortality. Cold water species like trout are especially vulnerable. Sometimes when the water is too warm, it

may be better to fish for warm water species that can recover more quickly. In the same vein, in mid-summer it may be better to fish early in the morning when the water temperature is cooler rather than fishing in the afternoon when water temperature is the highest.

In rivers and streams, keeping the fish pointed into the water flow will help oxygenated water flow across its gills with minimal additional effort by the fish. Holding the fish gently underwater until it swims away on its own improves its chances of survival. Larger fish generally need a longer recovery period.

7. Obtain and review a copy of the regulations affecting game fishing where you live. Explain why they were adopted and what you accomplish by following them.

Fishing regulations are scientifically based and were developed over time to ensure that a fishery is managed consistent with long-term conservation goals. Fishery managers are constantly monitoring fish populations and make recommendations to fishery administrators based on their findings.

By following the law, anglers ensure that there will be fish to catch in future years. Elements in the regulations that follow management principles include season dates to protect spawning, size limits to protect smaller fish, slot limits to protect the larger spawning fish and trophy limits to restrict the number of larger fish taken. In some cases, certain species may be caught but need to be released immediately. Again, these rules were not made to hassle the angler but were made to ensure that the fish are protected until they have had time to become reestablished.

Each state publishes its own recreational fishing regulations. The intent here is to follow the regulations in the area you intend to fish. If the angling is to be done at summer camp, for example, be sure to use the regulations that apply to the location of that camp.

8. Explain what good outdoor sportsmanlike behavior is and how it relates to anglers. Tell how the Outdoor Code of the Boy Scouts of America relates to a fishing sports enthusiast, including the aspects of littering, trespassing, courteous behavior, and obeying fishing regulations.

*The **Outdoor Code** of the BSA teaches cleanliness in the outdoors to ensure that future generations have the same habitats to enjoy. Care with campfires, consideration of others, respect of private property, use of low impact camping and hiking methods, and using and promoting good conservation practices in the field all contribute to this goal.*

Following the Outdoor Code, an angling Scout abides by conservation laws, asks for permission to use or cross someone's property, collects and carries out all trash and litter and exhibits courteous behavior to others who may be using the same area.

Generally, anglers fishing upstream have the right-of-way and an angler fishing downstream should get out of the water and pass quietly downstream of the angler heading up river. If you see other anglers fishing, or even just sitting by the water, stay well away so you don't disturb

them. Angling etiquette is important and an angler needs to learn to be a respectful member of this age-old fraternity.

9. Catch at least one fish and identify it.

This requirement is what it is all about - the ability of a Scout to match wits with a fish and to fool that fish into believing that the bait or lure being offered is something worthy of being eaten. It is the moment of truth - that time when the focus is between the angler and the fish. Can the angler deliver the selected terminal tackle to an area likely to hold a fish? Can the angler provoke a strike? Can the angler use good line control techniques to set the hook?

To bring a Scout to this point, the counselor should teach a Scout how to get line control by retrieving any slack line and be ready to set the hook using action at the rod tip. Sometimes a strike will occur just as the lure hits the water, so a Scout has to be ready. While particularly true in fly-fishing, getting line control has to be automatic and the Scout will need to practice the skill.

The counselor needs to differentiate how to fish live bait under a bobber, for example vs. using an artificial lure. The bobber technique allows the bait (with its characteristic smell or movement) to attract a strike while a lure generally requires specialized retrieving techniques involving speed and rod tip action to provoke a strike.

What constitutes a "catch"? The requirement states that the fish must be caught. It doesn't make any distinction between a fish 3" long and one 3' long. A fish can be 3 grams or 300 pounds! Any fish counts. Does the fish have to be landed? As long as the Scout can identify the type of fish (i.e., common name) after it has been impaled onto his hook, that is a catch, even if it flips off before he or she is able to bring it to the net. Some call this an "early" or "remote" release. The Scout did deliver his lure to an area where a fish is likely to be, he or she made it behave in a way that the fish believed it to be natural food, he or she set the hook when the fish struck and he or she identified it. All of the elements of the requirement have been fulfilled.

For many Scouts, this might be their first fish ever. Try to remember to have a camera available to record that fish and that smile. For you as counselor, you have been rewarded for all your work. Well done!!

10. If regulations and health concerns permit, clean and cook a fish you have caught. Otherwise, acquire a fish to clean and cook it. (You do not need to eat your fish.)

Although the requirement no longer requires a Scout to kill a fish, he or she should not be made to feel guilty in killing a fish if it is legal to do so and he or she plans to use it for food. This is consistent with Lord Baden-Powell's observation that a "tenderfoot who starved on the bank of a river full of fish would look very silly yet it might happen to one who had never learned to catch a fish."

Still, there is a concern that some areas conveniently available to Scouts might have catch-and-release restrictions making it unlawful to retain a fish for food. Similarly, some states have

imposed restrictions on eating certain fish and it would also be wrong to encourage anyone to eat a fish that might make them ill. To address both concerns, a Scout is given credit for releasing his fish and then acquiring one from another angler or perhaps from a fish market. That fish is then cleaned and cooked. The Scout is not required to eat the fish.

Resources

Scouting Resources

- *Boy Scout Requirements, No. 33216*
- *Boy Scout Handbook, No. 34554*
- *Fishing merit badge pamphlet, No. 35820*
- *Fly-Fishing merit badge pamphlet, No. 35824*
- *Camping merit badge pamphlet, No. 35866*
- *Cooking merit badge pamphlet, No. 35879*
- *Environmental Science merit badge pamphlet, No. 35892*
- *First Aid merit badge pamphlet, No. 35897*
- *Fish and Wildlife Management merit badge pamphlet, No. 35898*
- *Soil and Water Conservation merit badge pamphlet, No. 35952*
- *Scouts BSA Conservation Handbook, No. 622557*
- *Fieldbook*

Books

- *Bashline, Sylvia. The New Cleaning and Cooking Fish. Creative Publishing International. 1999.*
- *Boschung, Herbert T., et al. The National Audubon Society Field Guide to North American Fishes, Whales and Dolphins. Alfred A. Knopf, 1983.*
- *Capossela, Jim. Ice Fishing: A complete Guide, Basic to Advanced. Countryman, 1992.*
- *Circle, Homer. Bass Wisdom. The Lyons Press, 2000.*
- *Earnhardt, Tom W., and Thomas W. Earnhardt. Boats for Fishermen. Globe Pequot Press, 2001.*
- *Fitcher, George S., and Phil Francis. Fishing: A Guide to Fresh and Saltwater. St. Martin's Press. 2001*
- *Kaminsky, Peter. Fishing for Dummies. IDG Books Worldwide. 1997.*
- *Manooch III, Charles S., and Duane Raver Jr. Fisherman's Guide: Fishes of the Southeastern United States. North Carolina State Museum of Natural History, 1984.*

- Pfeiffer, C. Boyd. *The complete Book of Tackle Making*. Globe Pequot Press, 1999.
- Schultz, Ken. *Ken Schultz's Fishing Encyclopedia: Worldwide Angling Guide*. Hungry Minds Inc., 1999.
- Sousa, Robert J. *Learn to Fly-Fish in 24 Hours*. McGraw-Hill, 2006.
- Sousa, Robert J. *24 Greatest Flies You Don't Leave Home Without*. Huskingbee Books, Warren, RI, 2010.
- Wilson, Geoff. *Complete Book of Fishing Knots and Rigs*. Frank Amato Publications, 1999.

DVDs

- Lafontaine, Gary, and Dick Sharon. *Successful Fly Fishing Strategies*, 100 minutes. Miracle Productions, 2002.
- Wulff, Joan. *Joan Wulff's Dynamics of Fly Casting. From Solid Basics to Advanced Techniques*, 90 minutes. Miracle Productions, 2001.
- Young, David, and Cheryl Young. *Fly Fishing: The Lifetime Sport*, 240 minutes. Honeybear Press, 2005.

Periodicals

- *Fly Fish America* magazine (<http://www.flyfishamerica.com>)
- *Field and Stream* magazine (www.field-and-stream.com)
- *Outdoor Life* magazine (www.outdoorlife.com)
- *Fur Fish and Game* magazine (www.furfishgame.com)

Organizations

American Museum of Fly Fishing

P.O. Box 42
4104 Main St.
Manchester, VT 05254
802-362-3300
<http://www.amff.com>

Catskill Fly-Fishing Center and Museum

1031 Old Route 17
Livingston Manor, NY 12758
845-439-4810
<https://cffcm.com/>

Fly Fishers International (FFI)

5237 US Highway 89 S. Ste. 11
Livingston, MT 59047
406-222-9369
<http://www.flyfishersinternational.org>

Recreational Boating and Fishing Foundation (RBFF)

<https://www.takemefishing.org/>

The Future Fisherman Foundation

www.futurefisherman.org

International Game Fish Association

300 Gulf Stream Way
Dania, FL 33004
954-927-2628
<http://www.igfa.org>

Leave No Trace

P.O. Box 997
1830 17th St., Suite 100
Boulder, CO 80304
800-332-4100
<http://www.lnt.org>

Trout Unlimited

1300 N. 17th St., Suite 500
Arlington, VA 22209
800-834-2419
<http://www.tu.org>

U.S. Fish and Wildlife Service

Main Interior
1849 C St., NW
Washington, DC 20240
<http://www.fws.gov>