

Managing Our Natural Resources

6TH EDITION



William G. Camp | Betty Heath-Camp

A vertical photograph on the left side of the page shows a sunset over a large body of water, likely a lake or reservoir. The sun is low on the horizon, casting a golden glow across the sky and reflecting on the water. The sky is filled with dramatic, dark clouds. In the foreground, there is a rocky, rocky outcrop. The middle ground shows a dense forest of trees with some autumn-colored foliage. The background features rolling hills and mountains under the sunset sky.

Managing Our Natural Resources



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6TH EDITION

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This book is dedicated to the children of the next and future generations. It is for them that we advocate the wise management of our natural resources.



Contents

Preface	xiii
Acknowledgments	xv
About the Authors	xvii
How to Use This Text	xviii
Introduction	xx

UNIT I: INTRODUCTION 1

Chapter 1: Our Natural Resources	2
What Is a Natural Resource?	3
Soil Resources	5
Water Resources	6
Fish and Wildlife Resources	7
Forest Resources	9
Other Resources	9
Summary	11
Chapter 2: A History of Conservation in the United States	13
Wildlife Management	14
Forest Management	17
Soil Conservation	18
Water Management	21
Summary	23
Chapter 3: Concepts in Natural Resources Management	25
The Nature of Resources	26
An Ecological Outlook	28
Human Population	35
Resource Use	36
Conservation	37
Preservation	37
Multiple Use	37
Sustainability	38
A National Attitude	39
Summary	39
Case Study: Eyes in the Night: Wolf Reintroduction in North America	42

UNIT II: SOIL AND LAND RESOURCES 45

Chapter 4: Soil	46
What Is Soil?	47
Soil Formation	47
Weathering	49
Soil Organic Matter	50
Characterizing Soils	51
Soil Classification	55



Soil Survey	57
Summary	57
Chapter 5: Soil Erosion	59
When Is Erosion a Problem?	60
Results of Erosion	63
Summary	66
Chapter 6: Controlling Erosion on the Farm	68
Land Capability and Land Use	69
Control Measures for Water-Caused Erosion	72
Vegetative Control of Water-Caused Erosion	72
Mechanical Control of Water-Caused Erosion	75
Controlling Wind-Caused Erosion	78
Summary	79
Chapter 7: Nonfarm Erosion Control	81
Controlling Nonfarm Erosion	82
Mechanical Erosion Controls	83
Vegetative Erosion Controls	85
Highway Erosion Control	87
Strip Mining Operations	88
Summary	89
Chapter 8: Rangeland Management	91
The Grasslands	93
History of the Ranges in This Country	95
The Taylor Grazing Act of 1934	100
Types of Vegetation	100
Range Management Techniques	101
Summary	104
Chapter 9: Landfills and Solid Waste Management	106
Solid Wastes	107
Types of Solid Waste	112
Disposal of Solid Waste	112
What Is a Landfill?	113
Natural Attenuation Landfills	114
Containment Landfills	116
Why Recycling?	118
Timeline of Msw Management in the United States	118
Summary	120
Chapter 10: Wetland Preservation and Management	122
What Are Wetlands?	123
History of Wetlands in the United States	125
Wetland Identification	128
Types of Wetlands	130
Status of Wetlands in the United States	133
Wetland Preservation	135
Wetland Management	136
Other Government Programs	137
Summary	138

Chapter 11: Land-Use Planning	140
Non-Farmland-Use Planning	141
Farmland-Use Planning	142
Regional Land-Use Planning	144
Summary	147
Chapter 12: Careers in Soil Management	150
Soil Conservationist or Range Manager	151
Soil Conservation Technician	153
Soil Scientist	154
Soils Engineer	155
Summary	156
Case Study: Let's Go to the Beach	158

UNIT III: WATER AND AIR RESOURCES 160

Chapter 13: Water Supply and Water Users	161
Water Supply	162
Water Users	165
Summary	171
Chapter 14: Water Pollution	173
Classification of Pollution Sources	174
Urban Pollution	176
Industrial Pollution	177
Agricultural Pollution	179
Water Pollution Control Measures	181
Detecting Water Pollution	181
Summary	183
Chapter 15: Water Purification and Wastewater Treatment	185
The Human Water Cycle	186
Water as a Resource	186
Processing Water	187
“Pure” Water	188
Water Impurities	189
Water Treatment	192
Wastewater (Sewage) Treatment	194
Summary	198
Chapter 16: Water-Use Planning	200
Reservoirs	201
Waterway Use	202
Desalination	202
Use of Water	207
Weather Control	208
Transporting Water	208
Water Runoff Control in Urban Areas	209
Water Conservation	210
Summary	210



Chapter 17: Air and Air Quality 212
 Our Atmosphere 213
 Air Quality 215
 Greenhouse Effect and Global Warming 220
 Summary 223

Chapter 18: Careers in Water and Air Management 225
 Geologists, Geophysicists, Aquatic Scientists 226
 Geologists 226
 Geophysicists 227
 Aquatic Scientists 229
 Meteorologists 230
 Water and Wastewater Treatment Plant Operators 232
 Summary 234

Case Study: The Tale of the Pesky Mollusk 236

UNIT IV: FOREST RESOURCES 238

Chapter 19: Our Forests and Their Products 239
 Our Forests 240
 The Forest as Enemy 240
 The Forest as Friend 241
 Forests Today 242
 Trees and Their Growth 249
 Forest Products 252
 Other Forest-Produced Benefits 252
 Summary 253

Chapter 20: Woodland Management 256
 Measuring the Forest 257
 Intermediate Cuttings 262
 Harvest Cuttings 264
 Reproducing the Forest 266
 Steps in Forest Management 268
 Summary 269

Chapter 21: Forest Enemies and Their Control 271
 Insects 272
 Control of Insects 275
 Diseases 278
 Wildlife 280
 Grazing 280
 Environment 281
 Summary 282

Chapter 22: Fire! 285
 History of Wildfire Prevention 287
 Fire as a Forest Management Tool 289
 Wildfire in America 290
 Causes of Forest Fires 294
 Types of Forest Fires 296
 Detecting Wildfires 297



The Anatomy of a Fire 299
 Prevention and Suppression 300
 Summary 302

Chapter 23: Careers in Forestry 305
 Foresters 306
 Forestry Technicians 310
 Logger 311
 Forestry Teaching and Research 314
 Summary 315

Case Study: Hey, Don't Eat My Trees! 317

UNIT V: FISH AND WILDLIFE RESOURCES 319

Chapter 24: Fish and Wildlife in America 320
 Background Information 321
 Wildlife Populations 322
 Extinct, Rare, Threatened, and Endangered Species 323
 Summary 332

Chapter 25: Game Management 334
 Habitat Requirements 335
 Game Management Procedures 337
 The Individual Landowner and Game Management 342
 Legislation and Game Management 344
 Summary 345

Chapter 26: Marine Fisheries Management 347
 Physical Characteristics of the Ocean 348
 The Biological Ocean 350
 The Estuarine Ecosystem 360
 Artificially Cultivating the Ocean 361
 Ocean Laws and Regulations 363
 Where Are We Now? 364
 Summary 366

Chapter 27: Freshwater Fisheries Management 368
 Lake Habitat 369
 Farm Ponds 370
 Common U.S. Freshwater Game Fish 373
 Fisheries Management 375
 Summary 381

Chapter 28: Careers in Fish and Wildlife 383
 Conservation Law Enforcement Officer 384
 Wildlife Biologist 385
 Fish and Wildlife Technician 385
 Fish Culture Technicians 388
 Zoologist 389
 Summary 390

Case Study: The Whaling Controversy 392

UNIT VI: OUTDOOR RECREATION RESOURCES 394

Chapter 29: Recreation on Public Lands and Waters	395
Federal Programs	396
State and Local Recreation Areas	406
Beaches	407
Abuse and Misuse of Public Recreation Areas	408
Summary	408
Chapter 30: Outdoor Safety	410
Land-Based Activities	411
Water-Based Activities	416
Summary	423
Chapter 31: Careers in Outdoor Recreation	425
Government Employees	426
Private Business	431
Summary	432
Case Study: Forests and Foes	434

UNIT VII: ENERGY, MINERAL, AND METAL RESOURCES 436

Chapter 32: Fossil Fuels	437
Coal	438
Oil or Petroleum	445
Natural Gas	454
Propane	456
Hydraulic Fracturing	457
New U.S. Oil Boom?	458
Summary	458
Chapter 33: Alternative Energy Sources Management	461
Solar Energy	462
Nuclear Power	463
Geothermal Energy	466
Energy From Biomass	468
Tidal Power	473
Wind	473
Wood For Burning	474
Federal Energy Legislation	475
Summary	478
Chapter 34: Metals and Minerals	480
Ferrous Metals	481
Nonferrous Metals	482
Plant Minerals	487
Summary	490

Chapter 35: Careers in Energy, Mineral, and Metal Resources	492
Oil and Natural Gas Careers	493
Coal Industry	497
Nuclear Energy	500
Steel Industry	502
Summary	504
Case Study: To Regulate or Not to Regulate—That Is the Question	506

UNIT VIII: ADVANCED CONCEPTS **508**

Chapter 36: Advanced Concepts in Natural Resources Management	509
Perspectives on Management	510
Conservation Philosophy Continuum	512
Basis for Natural Resources Management	514
Resource Classification	515
Sustained Yield	515
The “Three Es” of Resource Management	517
The Tyranny of Geography/Resource Distribution	517
Common Properties	519
Resource Ownership/Domain	520
Anthropocentricity of Natural Resources Management	520
Global Modeling	521
Human Population	521
In the Final Analysis	522
Case Study: GMOs and the Environment: Where Do We Draw the Line?	524
Appendix A—Web sites Dealing with Natural Resources and Environmental Management	526
Appendix B—Safety Certification Programs	532
Hunter Safety Certification	533
Boating Safety Certification	533
Tractor and Farm Machinery Safety Certification	533
Chainsaw Safety Certification	534
Pesticide Applicator Certification	534
Appendix C—Personal and Occupational Safety in the School and Workplace	535
Background Information	536
Categories of Safety Hazards	536
Conducting a Safety Evaluation	539
Appendix D—Supervised Agricultural Experiences	542
Appendix E—Additional Case Studies	546
Glossary	553
Glosario	562
Index	571



PREFACE

M*anaging Our Natural Resources* is designed for high school and postsecondary students enrolled in an agriculture program with a natural resources, conservation, forestry management, environmental science, or wildlife management course.

It is the purpose of this book to present a balanced viewpoint of the place of humans in the world as long-term residents. We discuss soil formation, erosion, reclamation, and conservation; water use and improvement; and air quality. We examine endangered species of wildlife; hunting game animals; fishing; and safety in boating, hiking, and other forms of outdoor recreation. We study conservation farming; land-use planning; construction practices that minimize the impact of exploitation on the environment; energy resources use, abuse, conservation, and alternatives; mineral use and recycling; and career opportunities in each of those diverse fields.

For this sixth edition, we worked to present the most current and relevant events, statistics, and topics. Our intention is that readers become informed of the natural resource management issues of today.

Managing natural resources itself is a very broad topic, and a book that attempts to deal with it cannot go into great depth in any of the areas considered. Therefore, this book should be used as a survey of many broad areas rather than as a definitive treatment of any one area of study.

Why We Wrote This Book

Managing Our Natural Resources was written because we perceived a need for a book that takes a broad look at the whole panorama of preservation, exploitation, and conservation of natural resources from a balanced perspective. There are many books on soils, for instance, but such books do not treat soil management as it relates to other disciplines, such as wildlife management and fisheries development. We have attempted to take just such an approach in this book. We hope it will lead students into at least one area of study that will pique their appetite to learn more and that will lead them to conduct their own research and further study in that area.

New to This Edition

The sixth edition was thoroughly revised to reflect the changing landscape of natural resource management:

- Statistics throughout the book were updated and checked for accuracy.
- Changes in technology and the economy and how they have affected the energy production sector in drastic ways are discussed.
- The emergence of the widespread use of hydraulic fracturing (fracking) is described.
- Recent events, such as the nuclear accident in Fukushima, Japan, and Superstorm Sandy along the East coast of the United States are discussed.
- United Nations population growth forecasts, indicating a leveling off of the human population over the next several centuries, are reviewed.
- Web sites in Appendix A and safety certification programs in Appendix B were updated and checked for accuracy.

Supplement to This Book

A set of resources to facilitate the teaching and learning experience are available for the sixth edition of *Managing Our Natural Resources*.

Instructor's Manual

The printed Instructor's Manual includes Lesson Plans with PowerPoint® correlations for each chapter and Answers to the Review and Discussion Questions in the book and the questions in the accompanying workbook, to ensure that the instructor is prepared for classroom instruction and evaluation.

Classmaster CD-ROM

The Classmaster CD-ROM is an integrated tool that contains many useful resources for the instructor:

- Instructor's Manual – an electronic version of the printed Instructor's Manual, including Lesson Plans with PowerPoint® correlations for each chapter, and the Answers to the Review and Discussion Questions in the book and workbook, is available for reference.
- PowerPoint® presentations – visually-robust with photos and illustrations, each presentation maps out the key points contained within a chapter and correlates to the Lesson Plans that are included in the Instructor's Manual.
- A link to new flexible online testing system powered by Cognero provides instructors with the ability to:
 - author, edit, and manage test bank content from multiple resources
 - create multiple test versions in an instant
 - deliver tests from instructor/institution-specific LMS or classrooms

The link will direct you to CengageBrain.com at <http://login.cengage.com>. Follow the prompts for obtaining access to this secure site.

Also Available on the CD are versions of the same tests that appear online in a Microsoft Word® format. This option is for instructors who prefer to use the questions as provided, while still having the flexibility to edit or print the tests.

- An Image Gallery, containing all the images from the book, enables instructors to enhance classroom presentations or review key concepts and information.

New! Companion Site

Instructor resources on the ClassMaster CD-ROM are also available online, including the new flexible online testing system powered by Cognero. Please visit [CengageBrain.com](http://login.cengage.com) at <http://login.cengage.com> and follow the prompts for obtaining access to this secure site.

Student Workbook

Newly revised to reflect the sixth edition, the student workbook includes activities, questions and job exercises for each chapter and unit in the book.

New! Coursemate

Another new online option for the fourth edition, this course is designed for students and combines the *Managing Our Natural Resources, 6th Edition* ebook with additional features to enhance learning for the student. It includes the PowerPoint® presentations, additional quizzing, glossary, interactive games and activities and other helpful resources related to the lessons in the book. Also featured is an Engagement Tracker that allows instructors to monitor time on task for each individual student.

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Cengage Learning

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Contributing Authors to Previous Editions:

- Thomas B. Daugherty, agriculture teacher at Maconaquah High School in Bunker Hill, Indiana, was the coauthor on the first edition and assisted in the revisions for the second edition.
- Carla A. Kirts, PhD, Dean of Student Services Emerita and Associate Professor Emerita, University of Alaska, provided input to the first edition.
- Susan Wilder (formerly Aksamit) wrote sections of the fourth edition.
- Andrea Kavleski wrote the case studies on zebra mussels and Asian long-horned beetles.
- Heidi Martin, agriculture teacher in Virginia, contributed to several case studies in the fourth edition and wrote the case study on genetic modification.

HOW TO USE THIS TEXT

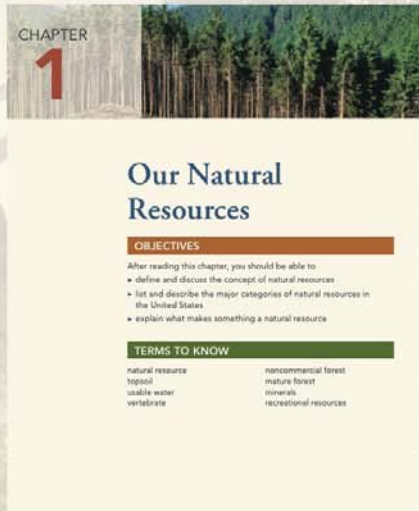
How This Book Is Organized

This book provides an overview of a wide range of topics in natural resources management. The book is organized into eight major units to help students logically progress through each of the subject areas. Each unit includes one or more chapters as well as a concluding case study that represents a current issue that is relevant to the chapters included within that unit. In addition, six of the eight units include chapters that enable students to explore careers relevant to the topic of the unit.

Features

Each chapter is organized to help guide students along a learning path:

- **Objectives** can help students organize thoughts as they read the chapter—they tell the student what to expect.
- **Terms to Know** are highlighted in the chapter to help define key points. All the terms are also defined in the **Glossary** at the end of the book.



- **Review Questions** help students determine if they are able to recall basic facts of the chapter.
- **Discussion questions** encourage students to reflect more deeply and think about what they have learned in the chapter
- **Suggested activities** are intended to go beyond the content of the chapter and give you a chance to apply the content of the chapter to your own life

40 UNIT I Introduction

The human population level on this planet has grown so rapidly in the last century that there is cause for concern. We will probably number over 9 billion by the year 2100. Managing our natural resources in a sustainable way to care for such vast numbers of people will be your challenge.

NOTES

The UN report on World Population in 2009, published in 2009, U.N. Environmental Protection Agency, <http://www.unep.org/populationsources/>

REVIEW QUESTIONS

1. True or false? Water is a renewable resource because we can use it, treat it, and then use it again.
2. True or false? Forests are a good example of a nonrenewable resource because they grow back after we use them.
3. Iron is an exhaustible resource. Does that mean we will run out of iron soon?
4. Is nature ever really "balanced"?
5. Which is more complex, a food chain or a food web?
6. What term is used to identify a species that is non-native and that causes environmental or economic harm?
7. What term is used to identify the maximum number of any given plant or animal that a given area can support?
8. The United Nations predicts that the world's human population will stabilize at around how many billions over the next three centuries?
9. What management system uses a single resource (like a forest) for more than one use (such as wood production, hiking, hunting, and water control)?
10. If we use a natural resource carefully and in such a way that we should not "run out" of it in the foreseeable future, we are practicing _____.

DISCUSSION QUESTIONS

1. Define nonrenewable natural resources. Give examples.
2. Define renewable natural resources. Give examples.
3. Define exhaustible natural resources. Give examples.
4. Describe an ecosystem.
5. Describe humankind's ecosystem and explain why it has expanded.
6. Is there an accurate balance in nature? What would an accurate balance in nature mean?
7. Discuss some ways that nature is balanced.
8. Describe a food chain.
9. Define carrying capacity.
10. Describe the trends of human population growth over the past 8,000 years.
11. Describe the difference between conservation and preservation.
12. Compare and contrast sustainability and the "green movement."

172 UNIT III Water and Air Resources

SUGGESTED ACTIVITIES

1. Keep an account of all the water you use in one day. Look at the list and evaluate the areas where you might have saved water.
2. Make a report of the major water-using industries in your area. Compare this to the water resources available. Answer this question: "Is there a water shortage in my area?"
3. Do an Internet search for "cycles of hydrologic cycle" to find several short clips explaining the water cycle. Both NASA and NOAA have interesting YouTube videos.
4. Have one team lead for several research projects to examine rates of evaporation and sublimation in several settings.
 - a. Weigh a chunk of ice and place it in an open container in a frost-free freezer. Weigh a similar quantity of water and place it in an identical open container in an open room at the same time. Weigh the ice and water a week later to compare the water loss rates.
 - b. Compare evaporation rates between a wide-mouthed glass bowl and a glass bottle with a small opening.
 - c. Compare evaporation rates between identical containers of water, one sitting in the shade and one sitting in direct sunlight, in the same room.
 - d. Add dark food coloring to one container of water and leave the another container of water clear. Then place both containers in direct sunlight. Do the containers reach the same temperature? Do they evaporate at different rates?

Units II through VI end with chapters on careers relevant to the unit content. Each unit also concludes with a case study:

- Unit 1 – *Eyes in the Night: The Debate over Wolf Reintroduction in North America* examines the precarious status of the wolf and their reintroduction into the United States.
- Unit 2 – *Let's Go to the Beach* discusses the pros and cons of coastal development.
- Unit 3 – *The Tale of the Pesky Mollusk* describes the invasion of the zebra mussel, brought on by human activity, in the waters of North America.
- Unit 4 – *Hey! Don't Eat My Trees!* describes the introduction of another pesky invader, the Asian long-horned beetle, into the United States, an event brought on by shipping and trade with other countries.
- Unit 5 – *The Whaling Controversy* examines the history and current attitudes on whaling and how values, economics and cultural beliefs can factor into the debate.
- Unit 6 – *Forest and Foes* investigates the two philosophies behind forest management—the perspectives of the preservationist and the conservationist.
- Unit 7 – *To Regulate or Not to Regulate—That Is the Question* examines the controversy over federal government involvement within the energy sector.
- Unit 8 – *GMOS and the Environment: Where Do We Draw the Line?* investigates the pros and cons of genetic engineering.

In addition, the **Appendices** included at the back of the book provide a wealth of information for further study:

- **Appendix A** provides a list of links to authoritative Web sites that can be trusted to provide accurate information.
- **Appendix B** describes several Safety Certification programs that may be of interest: Hunter Safety, Boating Safety, and others.
- **Appendix C** provides a method for improving the safety of your school laboratory or workplace.
- **Appendix D** offers suggested Supervised Agricultural Experience Programs that might be valuable to you.
- **Appendix E** includes several additional case studies in addition to those at the ends of the units.

UNIT V CASE STUDY

The Whaling Controversy

In the beginning of this book, we discussed how the usefulness of any specific natural resource changes. Whaling typifies this change in attitudes. Whale oil once provided the world with much-needed products like lighting, heating, food, margarine, soaps, and lubricants. In fact, proper young hinds often wore whalebone and baleen corsets to enhance their figures. Ambergris, a substance formed in the intestines of whales, was used in cosmetics, potions, pain remedies, and perfume. Today, many see whaling as unnatural and feel that there is no need to commercially harvest whales. Technologies such as the advent of petroleum-based products and hydrogenation of vegetable oils to make margarine have dramatically decreased the need for whale products. Others argue that whaling provides meat more efficiently than agriculture in some countries and that anti-whalers are overlooking cultural values (Figure V.8).

THE CASE FOR WHALING

- In the past, whales were overharvested because of high demand and because they were fairly easy to kill. Today the demand comes from a small segment of the world's population who value the meat because of the historic contribution whale meat has made to the diet and culture of these populations (Figure V.8).
- The Norwegian quota of minke whales (1,286 in 2012, up from 425 in 1996) can be harvested from a northeast Atlantic population of over 110,000 with little or no risk to the population.
- Whaling in Japan, Norway, and Iceland uses less fossil fuel than does raising of chicken, pork, or feedlot beef. To these countries, whaling is the most economical and environmentally friendly method of meat production.
- Whales and humans compete for the same marine fisheries. If whales were no longer harvested, they could become a serious competitor to the seafood industry.
- In Japan, some coastal villages use whale products for more than 30 cultural events.





FIGURE V.8 This group of native Alaskans is butchering a whale. This is referred to as subsistence harvesting and is related both to historical and cultural practices and to a need for inexpensive food.

APPENDIX A

Web sites Dealing with Natural Resources and Environmental Management



Web sites change frequently. These sites were all checked for accuracy and were active as of December 29, 2013. If one of the sites is no longer active, try searching for the Web site using the site names provided.

526



INTRODUCTION

There are many different ways to look at the management of our natural resources. Three different perspectives that must be considered are those of the preservationist, the exploiter, and the conservationist.

If we view the world as preservationists, nature is something that should be left intact as much as possible. From that perspective, humankind is a great destroyer and pillager, and we have no right to destroy the land or tear the earth apart. To a preservationist, managing nature is a foreign concept because nature is something to be left alone and not managed. The preservationist would stop the construction of a pipeline needed by our economy to move Alaskan or Canadian oil because he or she believes it will make the landscape ugly and endanger the migratory habits of wildlife. From that perspective, almost all development is inherently bad. A preservationist would protect a rare 150-year-old tree simply because it is a 150-year-old tree.

If we take the viewpoint of the exploiter, natural resources are merely a source of wealth and power. They represent something that is there for the taking and for our own use. From that perspective, nature is something to be reshaped for our economic benefit, with little regard for other creatures in the ecosystem. The exploiter would build a dam to supply electricity even if, by doing so, the habitat of a small, rare fish would be destroyed. The exploiter would harvest a rare 150-year-old tree because the wood could be used to make expensive furniture.

The conservationist viewpoint is somewhere between those two. From that perspective, nature provides resources that should be used sustainably for our collective economic benefit. The conservationist would encourage the harvesting of forests to produce wood and paper as long as the trees are replaced by other trees having economic value, but not necessarily the same kind of tree harvested originally. The conservationist would allow the strip mining of coal as long as the land is restored to a balanced, natural state when the mining is completed and as long as no meaningful collateral environmental damage occurred during the process. The conservationist would consider whether to harvest the rare 150-year-old tree in light of the impact on the area. If he or she decided to harvest the tree, several tree seedlings compatible with that location would be planted to replace it.

Which viewpoint is right, and which is wrong? There is no simple answer to such a question. If there were a right answer, there would not be such divergent viewpoints. Consensus among the different factions would be possible. What we can say for certain is that the world is not a very large place, and there are many people. As the number of people on earth continues to increase, the pressure applied by humans to the environment also increases. It is clear that we cannot follow the exploiter's approach forever, but by the same token, a world human population of over 7 billion cannot exist without affecting the shape and condition of the environment.

It is not the purpose of this book to convince you that any one of these three divergent perspectives is the right one. We will try to make the preservationist argument that such creatures as the bald eagle and the sea turtle have legitimate rights to exist on earth. At the same time, it is difficult to argue convincingly that the people of a village in India should be forced to live in constant danger of being killed and eaten by tigers to safeguard the tiger population. We believe also that without the exploiters, our nation would never have grown into the powerful



INTRODUCTION **xxi**

and rich society it is today but that sometimes exploitation of nature can go too far. We believe that our natural resources should be conserved by wise use in a sustainable way. Yet it was conservationists who gave us kudzu (a vine imported from China) to prevent road-bank erosion, and now much of the South is overgrown with the rapidly spreading plant. It is obvious that members of all three groups are both right and wrong in many ways.

As noted earlier, it is our goal to present a balanced viewpoint of the place of humans in the world as long-term residents. Where do you stand? What do you believe? *You* decide.



UNIT

I

Introduction





CHAPTER

1

Our Natural Resources

OBJECTIVES

After reading this chapter, you should be able to

- ▶ define and discuss the concept of natural resources
- ▶ list and describe the major categories of natural resources in the United States
- ▶ explain what makes something a natural resource

TERMS TO KNOW

natural resource
topsoil
usable water
vertebrate

noncommercial forest
mature forest
minerals
recreational resources

In earlier times, people did not have the technology to see beyond the horizon. As a result, distant places were more mysterious to people than they are today and many feared to go beyond the boundaries of the land that they knew. The apparently limitless nature of the world led people to believe that our natural resources were endless, boundless, and inexhaustible. In reality, when there were fewer people and when our technology was limited to human and animal power, we had very limited ability to use the natural resources that were available. When our technology did not allow us to change the face of the earth so dramatically, nature actually did provide resources almost beyond the capacity of humans to use them. But now our machines allow one person to do things that armies of workers could not in ancient times.

More importantly, the world population of humans has surged in the past couple of centuries. According to the U.S. Census Bureau, the human population first reached 1 billion in 1804. Reaching the first billion mark took many thousands of years of human history. A total population of two billion was reached in 1927. That second billion took only 127 years. According to the United Nations, the world's population exceeded 6 billion on about October 12, 1999. That figure was estimated at just over 7.1 billion on November 30, 2013—just 14 years after the 6 billion mark was reached. According to United Nations estimates, the world population should exceed 8 billion by 2025 and then grow more slowly to about 9 billion by 2100 and begin to level after that. See Chapter 3 for a more detailed discussion on human population. Everything has changed in the past couple of centuries. Yet, many people continue to treat nature's gifts as endless, boundless, and inexhaustible. This cannot continue. It is to help you appreciate that dilemma that this book was written.

Special Features to Look for in This Book

To guide you along the learning path, each chapter begins with a list of **objectives** and **terms to know** and ends with **review questions**, **discussion questions**, and **suggested activities**. Each unit ends with a **Case Study** intended to help you dig deeper into some part of the unit.

The Appendices also can be very helpful:

- ▶ Appendix A provides links to authoritative web sites.
- ▶ Appendix B describes Hunter Safety, Boating Safety, and other safety programs.
- ▶ Appendix C outlines a safety program for school laboratories and SAE work sites.
- ▶ Appendix D offers ideas for Supervised Agricultural Experience (SAE) Programs.
- ▶ Appendix E includes several additional case studies.

WHAT IS A NATURAL RESOURCE?

One authority defines a natural resource as any form of energy that can be used by humans. Others would tell us that natural resources are objects people use. In an ecological sense, anything that was not produced by humans and that is or can be useful in our lives is a natural resource.

For the purposes of this book, we will use the ecological approach. Natural resources can be defined as all those things that have not been created by humans with which people come into contact and that can be used to perform any useful function. This includes all energy forms that can be harnessed by human ingenuity. It includes objects, creatures, and materials that can be moved, shaped, built upon, built with, or manipulated for any useful purpose. It includes those things that inspire, relax, or strengthen humans as individuals or groups.

Clearly, this approach covers too many areas for any single book to deal with in detail, so we must limit our discussion. We will look at only those natural resources used on a large scale and in an organized way. These include our soil, water, fish and wildlife, forests, metals and minerals, fossil fuels, other major energy sources, and recreational resources.

This leads us to a working definition of natural resources: **Natural resources** are objects, materials (including soil, water, and air), creatures, or energy that are found in nature and that can be used by humans.

Usefulness Changes

This is a difficult concept, but the potential of an item to “be used by humans” is not constant. Usefulness changes over time and from one place or society to another. Many factors affect our definition of usefulness. Religion affects Hindu attitudes toward cattle, for instance. Custom affects most Western attitudes toward dogs as a food source. Technology and science affect our use of outer space as a communication medium.

In particular, the usefulness of many resources changes over time as our science and technology improve. For instance, the natural resources humans have used to provide light have changed many times. For thousands of years, humans burned wood to provide light at night. Later, people learned that wood torches could be dipped into animal fat and made to burn longer, and so fat from animals became a source of light. Still later, people learned that whale oil could be used to burn in lamps, and whales became a natural resource used to produce light.

Over a century ago, we learned that petroleum could be refined to produce products that could be burned to produce light, and a new natural resource was born. We learned to capture natural gas and use that to generate light. In the twentieth century, falling water and nuclear energy (among other things) were harnessed to produce electricity to provide light. None of these resources was new. Animal fat, whale oil, petroleum, natural gas, falling water, and nuclear energy have existed all along, but their usefulness has changed because developments in our technology have meant that we could use resources that have existed all along in new ways.

Many of the things we consider to be resources today were not resources at all in earlier times. Nuclear energy, gasoline, most metal alloys, electricity from falling water, deep groundwater—these and many more—were not natural resources when the first Native Americans settled in this land, or even later when the first permanent European settlers came to America. They were not natural resources because they were not useful to humans.

Our situation changed too. When the first permanent English settlement in America was established in 1607 on the James River in what is now Virginia, the settlers faced many problems. One of the most serious was the number of trees. Certainly, a few trees were needed for building and to be used as fuel for heating and cooking, but once those needs were met, forests were a liability to settlers. The forests seemed to be dark and endless. In that sense, forests were a hindrance rather than a natural resource. The same situation remained true for the many years that followed, during which European settlers made their way across the continent (Figure 1-1).



FIGURE 1-1 A reconstruction of Fort Clatsop is located in the Lewis and Clark National Historical Park near Astoria, Oregon. Dense forest had to be cleared to make way for the safety of a log fort.

With this working definition of natural resources as useful to humans in mind, let's continue. The remainder of this chapter will briefly examine the major categories of natural resources.

SOIL RESOURCES

Land Area

The United States has a total land area of 3,675,545 square miles in its 50 states. That equates to 2.26 billion acres. The surface of our country ranges from 282 feet below sea level in Death Valley to 20,320 feet above sea level on Mt. McKinley. This vast area is covered by rocks, sand, water, organic matter, parent material, subsoil, and soil as well as man-made structures. It is from the **topsoil**, the uppermost layer of soil, that we must get almost all of our food and natural fibers; it is also where we, for the most part, live, work, and play. Someone has said that *"Man, despite his artistic pretensions, his sophistication and many accomplishments, owes the fact of his existence to a six-inch layer of topsoil and the fact that it rains."*

Of the land in this country in 1607, there seemed to be no practical limit. There was more land than it seemed possible to use. Even 100 years later, there was more land than we could settle. Today, that is no longer true.

In the early twenty-first century, almost one-third of our land area is not suitable for farming. Another 8 percent is covered by cities, factories, homes, highways, and other artificial structures. The remaining 60 percent is useful for food and fiber production. Of that, only about 385 million acres, or 17 percent of the total, is usable for crop production. An even smaller percentage is prime farmland, and much of that is of only marginal value because of its location.

The soil's major enemy has been erosion. In the years since our nation began, we have lost one-third of our topsoil to erosion. Only one-fourth of our cropland remains undamaged by this menace. Another problem we are beginning to face is



FIGURE 1-2 Land is being converted into a large housing development near Bluffton, South Carolina.

the conversion of agricultural land to urban or other uses. Once an acre of prime corn-belt land is covered by concrete or asphalt, it is, to say the least, hard to grow corn there (Figure 1-2).

Urban expansion, industrialization, highway construction, and other alternative uses for our land surface are becoming increasingly important. This is not necessarily bad. Land is an important natural resource for many purposes—food and fiber production is only one purpose. Unfortunately, this expansion tends too often to occur on our best land for farm production. Land-use planning is more important now than ever. We must, as a nation, establish our priorities for land use. We must then allocate our land and soil resources based on those priorities. It would seem that, with the world population explosion, food production must rank very high in those priorities. Nevertheless, manufacture of other products, transportation, processing, and distribution are also critical to our way of life.

Managing our soil and land resources is a complex problem. Hard decisions need to be made, both now and in the future.

WATER RESOURCES

“Water, water, everywhere” was the wail of the old sailor in *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge. Indeed, this resource is abundant. Why worry about managing our water resources when 70 percent of the earth’s surface is covered by it?

However, the ancient mariner continued his lament with, *“nor any drop to drink.”* There is a great difference between water and **usable water**. Remember our definition of natural resource: Water is a natural resource only when it can be put to use by humans. The oceans provide us with marine products and a medium in which ships can travel. They contain minerals and metals, and tide flows can be harnessed for electrical generation. The ocean floors contain vast deposits of oil and minerals (Figure 1-3).