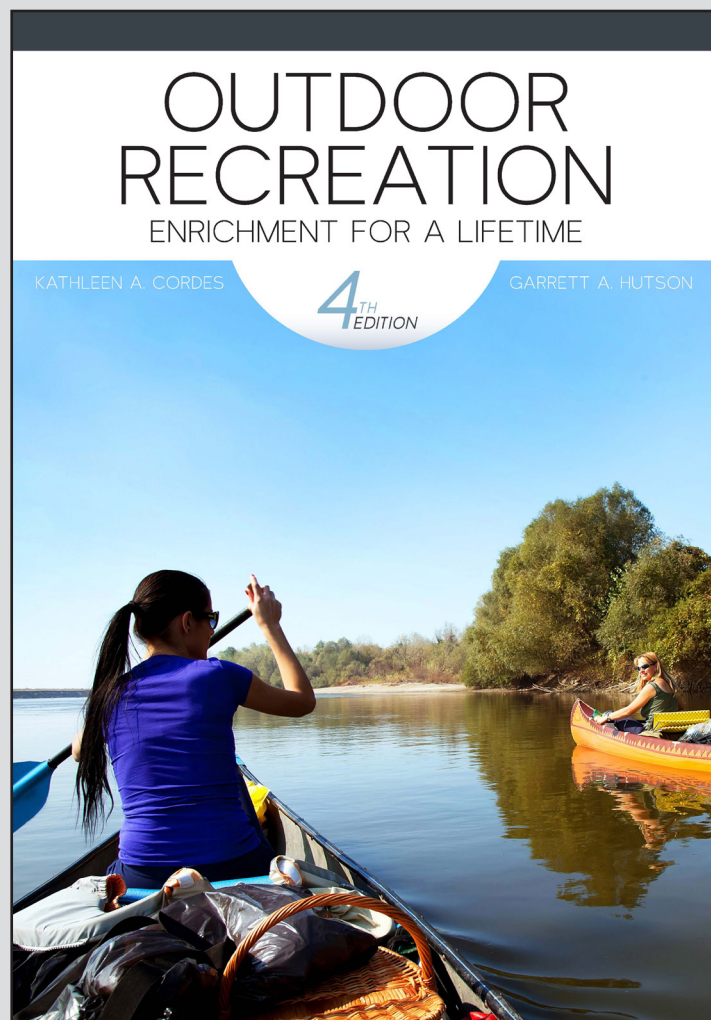


INSTRUCTOR'S GUIDE



SAGAMORE
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PART 1

THE FUNDAMENTALS OF OUTDOOR RECREATION

1

FOUNDATIONS OF OUTDOOR RECREATION

The first chapter in *Outdoor Recreation* discusses the importance of play and ritual in understanding why people of all ages and all orientations partake of outdoor activities. Play, on its primordial level, is witnessed among the old mammals such as cats, new mammals such as chimpanzees, and humans. Moreover, the sequence of forms of play among the young of the human species, regardless of social or cultural background, is remarkably similar. Ritual could also be biological in that its ritualization is based in rhythmicity and formalization in a manner not dissimilar to our bodily functions of sleep and awakening, day and night, and seasonal occurrences. These natural tendencies, play and communal ritual, may have played important roles in the rise of many recreational activities.

Puritanical ideology had at one point restricted early Americans from enjoying outdoor pursuits. The belief that western expansion was leading to the destruction of many of America's forests led legislatures to protect the forests for the enjoyment of future generations. Within 100 years, many actions were taken not only in the United States, but also in Canada and Australia. Recreation as a human right was adopted by the United Nations in the latter part of the 20th century.

A number of factors led to the expansion of recreational opportunities and offerings. The expansive movement of populations from the countryside to urban center, urbanization, led to the need to provide opportunities for outdoor pursuits. The improvement of the means of transportation in the 1800s, such as steamboats and trains, gave people the chance to get out of the urban centers into open space. But it is the automobile and recreational vehicle that have added to the variety of outdoor offerings and programs.

OBJECTIVES

1. Students should learn that play is the basis of recreational pursuits, including outdoor ones.
2. Communal ritual, a universal phenomenon, is also significant in the evolution of recreational pursuits.
3. Puritanical ideology was set aside in the pursuit of happiness, one of the aims of every American.
4. The roles played by a few individuals to save America's precious open space.
5. The federal government played and still plays a significant role in providing offerings and space for outdoor pursuits.
6. The factors leading to increased interest in outdoor pursuits are still with us: urbanization, transportation, increased free time, and surplus income.

WEBSITES

- www.unhabitat.org (Habitat debate)
- www.shapeamerica.org
- www.aarp.org/Leisure (Guide for seniors)
- www.recreation.gov (Information on public lands)
- www.hrpa.org (Professional organization)
- www.ted.com/talks/stuart_brown_says_play_is_more_than_fun_it_s_vital.html (Ted Talk about the value of play)

EXAM QUESTIONS

1. Play is witnessed among reptiles. (p. 6)
 - a. True
 - b. False *
2. There is no evidence that play has a physiologic basis. (p. 6)
 - a. True
 - b. False *
3. The Sabbath was originally confined to rest and worship. (p. 9)
 - a. True *
 - b. False
4. The United States was the first country to adopt a 40-hour workweek. (p. 12)
 - a. True
 - b. False *
5. France decreed a 5-week annual vacation for its citizens. (p. 12)
 - a. True *
 - b. False
6. Most outdoor recreational areas are located far from urban centers. (p. 13)
 - a. True *
 - b. False
7. Recreational vehicle sales have not seen any drop-off since the 1970s. (p. 13)
 - a. True
 - b. False *
8. Aristotle advocated that leisure includes (p. 8)
 - a. contemplation
 - b. recreation
 - c. amusement
 - d. all three *
9. The first city park in the United States was (p. 9)
 - a. Griffith Park, Los Angeles
 - b. Central Park, New York *
 - c. Yellowstone, Wyoming
 - d. Yosemite, California
10. The expansion of privately owned recreational areas took place in the (p. 11)
 - a. 1890s
 - b. 1930s
 - c. 1970s *
 - d. 2000s
11. The country that leads the world in providing national parks and forests is (p. 10)
 - a. Australia
 - b. Canada
 - c. United States *
 - d. all three

12. The original name of the National Recreation and Park Association was the (p. 12)
 - a. National Play Association
 - b. National Parks Society
 - c. The Playground Association of America *
 - d. American Recreation Union
13. Leisure has characteristics that define it as (p. 8)
 - a. more than just free time
 - b. may or may not be active
 - c. a special state of mind
 - d. all three *
14. How does leisure differ from recreation? (p. 9)
15. What is meant by rhythmicity? How is it related to outdoor pursuits? (p. 7)
16. What are the characteristics of participatory rituals? (p. 7)
17. What role did the federal government play in the evolution of recreation? (p. 10)
18. What factors led to increased interest in recreational places and offerings? (p. 12)

2

NATURE AND THE SPIRITUAL LIFE

The second chapter discusses the relationship of nature and the spirit. This relationship is tracked to the dawn of civilization when much of the world celebrated a sense of harmony among all living things. As we focus on history as it relates to nature in this chapter, we learn that the spiritual emphasis plays an interesting role, particularly when we refer to the leisure experience. Because leisure offers a time for contemplation and meditation, we have the opportunity to develop and enrich our values and to experience nature in a profound way.

In the United States, the American Indians celebrated and ritualized nature, making efforts to achieve harmony and continuity with its many forces and its animal and plant life. When the pioneers came, they felt compelled to conquer nature as they started a new life in a new country. As the wilderness became less threatening, there was a movement back to nature just when American lands were being exploited by industrialization. Because many of our lands were protected then and now however, we have the opportunity to connect with nature in a spiritually refreshing way.

Today's trends that have reawakened people's awareness of the connection between nature and the human spirit appear to be a shift to a faster life in urban areas; an orientation toward physical activity, nutrition, and the nurturing of more satisfying relationships aimed at a sense of fitness and inner peace; and a concern for the natural environment and the contribution that the environment makes to quality of life. In the outdoors, there is an opportunity to return to a natural order, where we are in contact with *creation*, which is at the root of the word *recreation*. For instance, when we participate in our own outdoor experiences in nature, our very activities may become ritualized. As our activities in nature become ritualized, the meaning of the activity becomes more important than the activity itself. When this happens, the outdoors may become a cathedral to the sacredness of nature and the profound experience.

OBJECTIVES

1. Students will learn about the role of ritual and spiritual connection with the land—maybe even their own affinity for it.
2. Students will learn that this reverence toward nature can be traced to early civilization.
3. Students will learn about the movement away from nature.
4. Students will learn about the movement back toward nature.
5. Students will learn how to distinguish how a reverence toward nature differs from religion.

WEBSITES

- www.earthday.net
- www.religioustolerance.org/nataspir.htm
- <http://www.universespirit.org/eco-spirituality-definition-what-eco-spirituality-and-why-it-important-all-spiritual-individuals>

EXAM QUESTIONS

1. Spirituality is another word for religion. (p. 20)
 - a. True
 - b. False *
2. Human values can be established and enriched during leisure time. (p. 20)
 - a. True *
 - b. False
3. In general, American Indians believe that only humans can upset the natural balance on earth. (p. 21)
 - a. True *
 - b. False
4. The rituals of the American Indians provide a physical expression of a mystical experience. (p. 21)
 - a. True *
 - b. False
5. Today's outdoor rituals may be anachronistic, but the goal is not to reenact ritual or return to a state of the past. (p. 29)
 - a. True *
 - b. False
6. The movement away from nature started long ago in both East and West. (p. 24)
 - a. True *
 - b. False
7. The meaning of an outdoor activity can become more important than the activity itself. (p. 28)
 - a. True *
 - b. False
8. The very nature of camp discourages spiritual growth. (p. 32)
 - a. True
 - b. False *
9. The origin of the relationship of nature and the spirit is traced to (p. 20)
 - a. the dawn of human civilization *
 - b. the Egyptians
 - c. the Greeks
 - d. the American Indians
10. The beginning of the movement back to nature is credited to (p. 25)
 - a. Al Gore
 - b. Hilmi Ibrahim
 - c. Jean-Jacques Rousseau *
 - d. Lame Deer
11. Nature is a _____ resource. (p. 32)
 - a. philosophical and psychological
 - b. economic and scientific
 - c. aesthetic, spiritual, and recreational
 - d. all of the above *

12. Explain the two sides of the spiritual or sacred life and how they relate to outdoor recreation. (pp. 20–21)
13. Is it possible for human motion to transcend the spirit? How might this happen, and how would this relate to outdoor recreation and nature? (p. 22)
14. How might a culture's relationship with nature be evident in its sense of space? (p. 23)
15. Explain the movement away from ritual and nature. (p. 24)
16. Explain the movement back to nature and what influences us in this direction today. (p. 25)

3

VISIONARIES AND PIONEERS

This chapter deals with the visionaries and practitioner pioneers who foresaw the need for the preservation of land, establishment of programs, and development of concepts that enhance the pursuit of leisure in natural resources. The transcendentalists called on citizens everywhere to respect and preserve natural resources. The depth of their commitment is only overshadowed by the depth of the meaning behind their words. Ralph Waldo Emerson and Henry David Thoreau were among the literary giants of the 19th century.

The scientist-naturalists John Audubon, John Muir, and Rachel Carson observed nature and recorded their observations, which were eventually shared with millions of people. Wilderness to them was a place of awe and worship. Their life work spearheaded a preservation movement that gained momentum in the mid-1900s and continues to this day.

Pioneer practitioners Frederick Law Olmsted, Gifford Pinchot, Stephen Mather, and Aldo Leopold put into practice the concepts gained from the transcendentalists and scientist-naturalists. They laid the foundations for the institutions that manage our recreational resources; they helped to shape the roles of the park rangers and foresters who manage the natural resources for multiple use, limited use, and the betterment of the ecosystem. Frederick Law Olmsted is referred to as the father of the American park system, Gifford Pinchot was a pioneer practitioner of American forests, Stephen Mather was the first director of the National Park Service, and Aldo Leopold was a promoter of wilderness areas and a founder of The Wilderness Society.

OBJECTIVES

1. Students will learn about the transcendentalists, including Ralph Waldo Emerson and Henry David Thoreau.
2. Students will learn about the scientist-naturalists John James Audubon, John Muir, and Rachel Carson.
3. Students will learn about the pioneer practitioners Frederick Law Olmsted, Gifford Pinchot, Stephen Mather, and Aldo Leopold.

WEBSITES

- www.audubon.org
- www.sierraclub.org
- www.centralpark.org/home.html
- <http://www.nwf.org/Who-We-Are/History-and-Heritage/Conservation-Hall-of-Fame.aspx>
- <http://www.nwf.org/Who-We-Are/History-and-Heritage/Conservation-Hall-of-Fame/Mather.aspx>
- www.aldoleopold.org

EXAM QUESTIONS

1. Transcendentalism was fleeting and had no impact on naturalists or preservation. (p. 35)
 - a. True
 - b. False *
2. Emerson lectured about the moral and psychological interaction between nature and the human spirit. (p. 36)
 - a. True *
 - b. False

3. Emerson's follower John Muir organized the transcendentalists. (p. 36)
 - a. True
 - b. False *
4. Emerson opened a school that offered field trips for nature study, an innovation in American education. (p. 38)
 - a. True
 - b. False *
5. Thoreau spent long hours recording his observation and writing about nature on Walden Pond. (p. 38)
 - a. True *
 - b. False
6. Audubon is known for his fine bird photography of which was published in *Birds in America*. (p. 42)
 - a. True
 - b. False *
7. After an injury nearly blinded him, Audubon took a thousand-mile walk and recorded his observations about nature, which were published in *A Thousand-Mile Walk to the Gulf*. (p. 44)
 - a. True
 - b. False *
8. Carson's publications about the nation's rivers and lakes were critically and scientifically praised. (p. 47)
 - a. True
 - b. False *
9. Because of Carson's writings about pesticides and endangered species in her landmark book, *Silent Spring*, DDT was banned and stricter controls were placed on other pesticides. (p. 47)
 - a. True *
 - b. False
10. Stephen Mather is best known for his "land ethic," which he wrote about in his most widely read book, *A Sand County Almanac*. (p. 59)
 - a. True
 - b. False *
11. ____ paved the way for transcendentalism. (p. 35)
 - a. Automation
 - b. Industrialization
 - c. Romanticism *
 - d. Realism
12. Emerson and Thoreau believed that humans have the potential to transcend (p. 35)
 - a. materialism *
 - b. nature
 - c. space
 - d. wilderness
13. Many consider him to be the father of the environmental movement. (p. 37)
 - a. Emerson
 - b. Thoreau *
 - c. Audubon
 - d. Muir

14. He helped to found the Sierra Club and served as the club's first and singular president for 22 years. (p. 45)
 - a. Muir *
 - b. Pinchot
 - c. Mather
 - d. Leopold
15. Under his watch, the establishment of New York's Central Park signaled the birth of city parks in the United States. (p. 49)
 - a. Audubon
 - b. Olmsted *
 - c. Muir
 - d. Pinchot
16. What is transcendentalism? (p. 35)
17. Who said, "In wilderness is the preservation of the world?" What did he mean? And what organization uses this statement as their motto? (p. 39)
18. Who influenced Bird Banding, and what is it? (p. 41)
19. How did Gifford Pinchot and Stephen Mather impact recreation in the United States in how we protect our government lands? (pp. 52-57)
20. Who was Aldo Leopold, and what impact did he have on recreation and how we look at our public land? (p. 57)

4

PSYCHOLOGY AND THE NATURAL ENVIRONMENT

This chapter discusses how people behave in natural surroundings as well as their feelings about nature in general. Leisure, which encompasses outdoor recreational pursuits, is predicated on a perception of freedom, ergo a particular state of mind. An outdoor recreational experience is autotelic (i.e., having meaning in itself). Nonetheless, certain psychological traits in some individuals may affect the outcome of such an experience. For instance, a person with a type T personality, who seeks more excitement in his or her activity, may benefit more from a particular type of outdoor experience.

Scholarly attempts at finding answers for the relationship between the environment and recreational experience can be looked upon from three perspectives. Experimental aesthetics addresses the meaning of the setting, environmental cognition addresses that meaning as it relates to the experience, and behavior ecology concentrates on directly observable behaviors.

Nature itself can be experienced on many levels depending on the information rate (i.e., the rate at which the eye is receiving stimuli). For instance, condensed areas have higher rate than medium or barren areas; thus, a different experience is encountered in each area. Humans tend to respond positively to medium areas because barren areas lead to boredom and dense areas lead to anxiety.

Outdoor recreational pursuits will not satisfy basic human needs such as hunger and thirst, but they could help in fulfilling secondary needs such as achievement, affiliation, recognition, and the like. The current need or needs of the individuals will serve as the motivational factors for the choice of one, two, or three of these activities.

OBJECTIVES

1. Students should appreciate the scholarly attempts to understand the desire to partake of outdoor pursuits.
2. Students should be made aware of the underlying factors that differentiate one activity from another.
3. Students should realize that individual differences play a large role in outdoor experiences.
4. Students should recognize the type of the environment upon which the experience takes place and its importance in its success.
5. Students should pay attention to the motivational factor behind the partaking of an outdoor experience.
6. Students should be able to determine which of the many human needs is in effect as the outdoor experience is taking place.

WEBSITES

- <http://www.apa.org/about/division/div34.aspx> (Conservation psychology)
- <http://www-personal.umich.edu/~rdeyoung/envtpsych.html> (Environmental psychology)
- <http://www.ecopsychology.org/gatherings/>
- <http://www.apa.org/action/science/environment/education-training.aspx> (Careers in environmental psychology)
- www.accel-team.com (Maslow's hierarchy)

EXAM QUESTIONS

1. It has been suggested that one primary psychological dimension of leisure is freedom. (p. 64)
 - a. True *
 - b. False
2. Natural settings with human intrusion are preferred than the ones where nature dominates. (p. 69)
 - a. True
 - b. False *
3. Research shows that spirituality is not related to the experiencing of nature. (p. 75)
 - a. True *
 - b. False
4. Emotions are important factors to consider in encouraging pro-environmental behavior. (p. 69)
 - a. True *
 - b. False
5. Satisfaction with life is not related to satisfaction with leisure pursuits. Emotions are important factors to consider in encouraging pro-environmental behavior. (pp. 75-76)
 - a. True
 - b. False *
6. The type T personality refers to a person who (p. 66)
 - a. is socially inclined
 - b. prefers solitude
 - c. is a thrill seeker *
 - d. clings to conformity
7. A key factor of motivation in leisure behavior is (p. 72)
 - a. fun *
 - b. accomplishment
 - c. relaxation
 - d. companionship
8. The first Outward Bound school was established in (p. 70)
 - a. Canada
 - b. Wales *
 - c. England
 - d. Bavaria
9. Outside the West, interest in understanding a human hierarchy of needs was seen among (p. 75)
 - a. Arabs *
 - b. Aztecs
 - c. Mongolians
 - d. Zulus
10. Describe leisure and the type T personality. (p. 66)
11. Explain the information rate of a natural setting. (p. 70)
12. What is meant by autotelic activities? (p. 66)
13. List the barriers to participation in outdoor recreational activities. (p. 80)

5

THE SOCIAL ASPECTS OF OUTDOOR EXPERIENCES

This chapter looks at human society as comprising a number of primary and secondary social institutions such as family, religion, government, and economics. All of these institutions have affect–effect relationships to most, if not all, outdoor experiences. One of the most important functions of some of these institutions is socialization. Studies show that socialization into leisure pursuits depends on the participant’s age and on the agent involved. Sometimes, a leisure activity could be, in itself, an agent for the socialization of the young and old.

Of importance to sociology is the understanding of human groups and their role in the lives of the individual members of the society. Groups could be classified into primary groups and secondary groups. Leisure pursuits take place within the confines of both categories. The simplest form of a primary group is the dyad. A pair or a couple, the family, and peer groups complete the list in this category. The second group includes schoolmates and friends in either a youth-serving organization or an adult group. Secondary groups appear later in the life of the individual and also play an important role in his or her partaking of a leisure pursuit.

Demographic variables are important elements in society, and they play a significant role in the selection, participation, and satisfaction with outdoor recreational choices. Age, gender, occupation, residence, and ethnicity determine to a great extent what a person chooses as a leisure pursuit. Lifestyle is now being used in lieu of social class to describe one’s station in life.

OBJECTIVES

1. Students will understand that a number of sociological variables come into play where outdoor pursuits are concerned.
2. Students should be able to figure out how people are socialized into the partaking of a particular leisure pursuit, by whom, and at what age.
3. Students will appreciate the role by the groups with whom the person is connected in the acquisition and continued participation in a leisure pursuit.
4. Students will realize that a number of demographic variables are significantly related to the participation in outdoor activities.
5. Students will learn how significant outdoor experiences are for members of special populations.

WEBSITES

- www.prb.org (Population changes)
- www.recreationtherapy.com (Therapeutic recreation resources)
- www.census.gov (Population statistics)

EXAM QUESTIONS

1. The Puritans and the Quakers tried to prohibit leisure pursuits in America. (p. 86)
 - a. True *
 - b. False
2. Studies show that socialization at an older age is as effective as at a younger age. (p. 87)
 - a. True
 - b. False *
3. There is vast empirical evidence that organized camping plays a significant role in socializing the young into outdoor leisure pursuits. (p. 86)
 - a. True *
 - b. False
4. Research shows that individual satisfaction with leisure pursuits is not reflected in a dyadic relationship. (p. 90)
 - a. True *
 - b. False
5. There is some evidence that family cohesion is enhanced when a couple engages in leisure pursuits together. (p. 90)
 - a. True *
 - b. False
6. It is proven that organized school camping does not have a lasting effect. (p. 91)
 - a. True
 - b. False *
7. The older the person, the more he uses wilderness experiences. (pp. 99–100)
 - a. True
 - b. False *
8. Studies cited in the textbook suggest that the best age of socialization into leisure is (p. 87)
 - a. before age 5
 - b. after age 5
 - c. early adolescence *
 - d. late adolescence
9. The most important agent of socialization into leisure pursuits is (p. 87)
 - a. family *
 - b. church
 - c. peer group
 - d. schoolmates
10. The oldest organized youth group camp was (p. 91)
 - a. Boy Scouts
 - b. Girl Scouts
 - c. Campfire Girls
 - d. YMCA *

11. The couple who created the Campfire Girls is (p. 92)
 - a. Butlers
 - b. Gulicks *
 - c. Simpsons
 - d. Bushs
12. Wilderness use is dominated by (p. 95)
 - a. unskilled laborers
 - b. clerical staff
 - c. skilled laborers
 - d. highly educated professionals *
13. The ethnic group that tends to place greater importance on family-related recreation activities is (p. 98)
 - a. African American
 - b. Jewish
 - c. Hispanic *
 - d. Korean
14. Describe the functions performed by the family and how they relate to outdoor pursuits. (p. 87)
15. Trace the different levels of economic sophistication and show how they affect leisure pursuits. (p. 86)
16. What is meant by social technology and material technology? Show how they affect outdoor recreational experiences. (p. 86)
17. What are the leisure patterns and activities of many older adults dominated by? What are the implications of this? (p. 100)

6

THE ECONOMICS OF OUTDOOR PURSUITS

This chapter deals with the economics of outdoor pursuits and begins with a question: Why does the national policy of a capitalistic-oriented society include the preservation of a large part of public lands for outdoor pursuits? Moreover, the policy calls for the provision of costly programs and facilities to be provided on these lands. Despite the appearance of these provisions and activities as being mere expenditures, outdoor pursuits represent an important part of national, regional, and state economies.

A delicate balance between consumption and production occurs as the economic system evolves. Personal expenditure on leisure pursuits is calculated in the total economic picture, which reached \$48 billion in 1962. In a quarter of a century, the figure jumped to \$320 billion. Today, it places \$646 billion into the U.S. economy, making leisure a potent force in the American economy. Productivity, increased income, increased free time, and mobility were suggested as the reasons for making leisure play a leading role in the economy. Americans are spending good sums of money on recreational supplies and equipment, travel and vacations, sports and outdoor pursuits, cultural activities, and home entertainment.

It is hard to estimate the exact amounts of governmental expenditure on the provision of areas, facilities, and programs in recreation. It is also difficult to estimate the expenditure of nonprofit organizations on similar activities. But expenditure is only half of the picture of the relationship between leisure and the economy. The other half is the economic impact of such expenditures. The economy of the outdoor recreation system revolves around four elements: demands of the recreationists, supply of natural resources and programs, plans and policies concerning the use of these resources and programs, and the management and implementation of these plans and policies.

The economic impact of leisure is exemplified in the tourism business. Regional and local economic impacts are felt. If \$1 is spent locally, its impact is felt regionally and even nationally. Yet there are some negative impacts from the use of an outdoor recreational site, including overuse during the season, higher prices for locals, and congestion on roads and in local businesses.

The expansion in the provision of outdoor recreational pursuits has helped create specialties, some of which require rigorous and professional training. Some of these career possibilities in outdoor recreation include foresters, forestry technicians, game wardens, naturalists, nature photographers, park rangers, range managers, and recreation specialists.

OBJECTIVES

1. Students will learn that societies go through a number of economic stages based on production and consumption.
2. Students will understand that leisure spending is an essential part of the current economic stage in American history.
3. Students will appreciate that both the citizens' and the government's spending are crucial to the current level of economic growth in the United States.
4. Students will study how the provision of recreational opportunities impacts the surrounding region.
5. Students will explore the possibilities of a career in the field of outdoor recreation.

WEBSITES

- www.appropriate-economics.org (Local communities in third world)
- www.geographyfieldwork.com/TouristMultiplier.htm (Tourism multiplier effect)
- www.outdoorindustry.org/research-tools/outdoor-recreation-economy/ (Outdoor Recreation Economy)

EXAM QUESTIONS

1. It is easy to estimate what the federal government is spending on outdoor recreational areas and programs. (p. 105)
 - a. True
 - b. False *
2. User fees should be set at the intersection of the demand curve and the cost of investment and the cost of operation. (p. 113)
 - a. True *
 - b. False
3. In government sites, the cost of investment is hard to estimate. (p. 110)
 - a. True *
 - b. False
4. There is an inverse relationship between location of public lands and population centers in the United States. (p. 114)
 - a. True *
 - b. False
5. Researchers have suggested a positive impact of 50 percent on property value abutting or fronting a passive park. (p. 114)
 - a. True
 - b. False *
6. It is easier to estimate the economic benefit of a recreational site if it is small in size. (p. 115)
 - a. True
 - b. False *
7. The current level of leisure spending is close to ___ billion dollars. (p. 106)
 - a. 100
 - b. 200
 - c. 300
 - d. 500 *
8. _____ plays an important role in the economic aspects of the outdoor experience. (p. 114)
 - a. management *
 - b. fun
 - c. group dynamics
 - d. leisure
9. Tourism ranks as one of the top ___ industries in most states. (p. 122)
 - a. 2
 - b. 3 *
 - c. 4
 - d. 5
10. Recreation specialist career positions include all of the following except (p. 120-121)
 - a. hunting and fishing guide
 - b. ski instructor
 - c. backcountry adventure guide
 - d. wildlife managers *

11. What are the factors that made leisure spending an important ingredient of the American economy? (p. 106)
12. What surprised you about some of the total economic impacts by outdoor recreational activity categories? Describe at least three. (p. 107-109)
13. How are outdoor recreation careers classified? (p. 119)
14. What is the multiplier effect as it relates to outdoor recreation? (p. 116)

PART 2

OUTDOOR RESOURCES

7

FEDERAL RESOURCES AND RECREATION

The United States government plays a crucial role in outdoor recreation and holds one third of the land in this country. Two of the federal agencies, the USDA Forest Service and the National Park Service, provide numerous resources and programs for nature and outdoor enthusiasts and are presented in detail in this chapter. The historical development of these agencies and the extent of their offerings are covered.

Attention is given to the provision of wilderness areas on federal lands. The idea of preserving areas in pristine condition had gained support, and a number of federal acts were passed underscoring the importance of these areas to the American people. Accordingly, a number of systems are now provided for the enjoyment of the recreationist: for example, the Wild and Scenic Rivers System and the National Trails System.

Numerous federal agencies offer outdoor pursuits. Among these are the Bureau of Land Management, which offers the National Conservation Lands system. There is also the U.S. Fish and Wildlife Service, the U.S. Army Corps of Engineers, the Bureau of Reclamation, the Tennessee Valley Authority, and the National Oceanic and Atmospheric Administration with its national marine sanctuary program, and the National Marine Fisheries Service. Two public-private partnerships are also presented: the Department of Transportation-administered National Scenic Byway Program and the Forest Service-led Watchable Wildlife Program.

OBJECTIVES

1. Students will become acquainted with our nation's various government resources.
2. Students will be familiar with the government's background and recreational development.
3. Students will understand diverse land management practices including preservation, multiple use, combinations, and partnerships.
4. Students will become aware of the government's various divisions, nomenclature, and recreational opportunities.
5. Students will relate to new issues, trends, and projects that these agencies promote.

WEBSITES

- www.fs.fed.us
- www.nps.gov
- www.blm.gov/nhp/index.htm
- www.fws.gov
- www.noaa.gov
- www.sanctuaries.nos.noaa.gov
- www.nps.gov/rivers/wilddriverslist.html
- www.fs.fed.us/recreation/programs/trails/nat_trails.shtml

EXAM QUESTIONS

1. The practice of multiple use is designed to balance economic use with conservation. (p. 129)
 - a. True *
 - b. False
2. The Creative Act of March 3, 1891 authorized the president to establish forest reserves from forest and range-lands in the public domain. (p. 133)
 - a. True *
 - b. False
3. A national forest visit would consist of the entry of one person to a national forest site or area to participate in recreational activities for an unspecified time. (p. 134)
 - a. True
 - b. False *
4. The U.S. Fish and Wildlife Service contains the greatest diversity of wildlife, fish, and plant species of any single land ownership in the country. (p. 140)
 - a. True
 - b. False *
5. The president has the authority to proclaim national parks on federal lands under the Antiquities Act of 1906. (p. 142)
 - a. True
 - b. False *
6. The nation's national monuments are managed by the National Park Service. (p. 142)
 - a. True
 - b. False *
7. During the early years, a policy evolved that only "worthless" lands could be set aside as national parks. (p. 146)
 - a. True *
 - b. False
8. President Theodore Roosevelt signed an executive order protecting the birds at Florida's Big Cypress, making it the first national wildlife refuge. (p. 153)
 - a. True
 - b. False *
9. The Bureau of Land Management offers a greater diversity of outdoor recreational activities than either the Forest Service or the National Park Service. (p. 168)
 - a. True *
 - b. False
10. More recreationists visit large flood control reservoirs than national parks. (p. 170)
 - a. True *
 - b. False
11. The public outdoor recreation land in the United States have been carved mostly from (p. 130)
 - a. old "public domain"
 - b. treaties and purchase
 - c. forcible eviction
 - d. all of these *

12. A split between John Muir and Gifford Pinchot over the single-use and multiple-use philosophies developed during the _____ controversy. (p. 142)
 - a. Hetch Hetchy *
 - b. Lake Powell
 - c. Central Park
 - d. none of these
13. It is believed that more outdoor recreation takes place on these public lands than on any other agency's public land. (p. 133)
 - a. Bureau of Land Management
 - b. National Park Service
 - c. USDA Forest Service *
 - d. National Wilderness Preservation System
14. _____ helped to develop the concept of wilderness or limited recreational development in certain superb natural environments. (p. 136)
 - a. Arthur H. Carhart *
 - b. William B. Greeley
 - c. Robert Underwood Johnson
 - d. Frank A. Waugh
15. What is sustainability and how does it apply to present trends within the USDA Forest Service? (p. 139)
16. How did the Civilian Conservation Corps and the Public Works Administration funds affect recreation during the Great Depression? (p. 135)
17. How did the National Wilderness Preservation System develop? (p. 166)
18. How does the National Oceanic and Atmospheric Administration impact recreation in the United States? Please describe. (p. 164)

8

STATE RESOURCES AND RECREATION

Before the establishment of the United States of America, the states were involved in preserving natural resources, but not necessarily for the purpose of outdoor recreation. After independence, New York led the way for other states to become involved in such endeavors. In 1923, the Tenth Amendment to the Constitution of the United States gave states the authority to provide services that eventually included recreational sites and ultimately offerings.

Today, the state fulfills eight essential functions in public recreation. It enacts permissive legislation that allows local authorities to finance and operate recreational services. It assists local authorities in their efforts, too. Most states provide areas, facilities, and programs in recreation. The state usually protects and manages its flora and fauna. The state engages in the training of specialists and conducts research in recreation. Many states have established offices to encourage tourism. In addition, the state maintains standards and enforces regulations, two aspects that are necessary for the safety of the public. Finally, the states cooperate with the federal government in providing recreational opportunities.

In a manner not dissimilar to what the federal government does, most states in the United States provide parks, forests, natural preserves, and fish and wildlife areas. Nonetheless, there are regional differences in what the states provide in the way of outdoor recreation. The Pacific Region (five states) accounts for 20% of the total state park acreage, the Middle Atlantic Region (three states) for 11%, and the South Central Region (four states) for 2.5%.

The State of California's involvement in outdoor recreation is provided as an example of what some states are doing in this respect. The objective of California is to identify the recreational needs of Californians, to examine the problems facing the state, to provide a policy and a framework for public and private recreational offerings, to cooperate with nongovernmental agencies dealing with recreation, and to maintain the state's eligibility to receive federal monies. Studies on the needs of Californians and the agencies that respond to these needs are provided.

OBJECTIVES

1. Students will realize that the state is involved in the protection of natural resources and the provision of recreational opportunities from the beginning.
2. Students will be apprised of the different functions fulfilled by the state.
3. Students will learn about the different services provided by the state.
4. Students will appreciate the variations in the provision of recreational opportunities in the different regions of the country.
5. Students will be provided with an example of what a particular state, California, does in the field of recreation.

WEBSITES

- www.mostateparks.com/grantinfo.htm (Outdoor recreation grant information)
- <http://science.energy.gov/grants/> (Grants and contacts)
- www.parks.ca.gov/ (California State Parks)
- www.tpwd.state.tx.us (Texas Parks & Wildlife Department)

EXAM QUESTIONS

1. Frederick Law Olmsted decried the loss of beauty around Niagara Falls. (p. 175)
 - a. True *
 - b. False
2. Parks are the largest state land classification. (p. 179)
 - a. True
 - b. False *
3. Preferences of the Latino/Hispanic population in California are to recreate in very small groups. (p. 189)
 - a. True
 - b. False *
4. The United States gave Yosemite to California to manage, but then it took Yosemite back. (p. 177)
 - a. True *
 - b. False
5. The first state park system was established in Illinois. (p. 177)
 - a. True
 - b. False *
6. The first state to take action concerning its own natural resources is (p. 177)
 - a. Arkansas
 - b. California
 - c. Idaho
 - d. New York *
7. The idea of matching funds to use in promoting outdoor resources reached its peak in (p. 179)
 - a. 1920–1940
 - b. 1940–1960
 - c. 1960–1980 *
 - d. 1980–2000
8. When the states are compared as to the percentage of their spending on outdoor offerings, the highest goes to (p. 183)
 - a. Arkansas
 - b. California
 - c. Idaho
 - d. New York *
9. The federal act that allowed for the acquisition of land for recreation is the (p. 183)
 - a. Acquisition Act, 1906.
 - b. Pittman–Robertson Act, 1937.
 - c. Dingell–Johnson Act, 1950
 - d. Land & Water Conservation Act, 1965 *
10. Over 50% of state parkland is found in (p. 183)
 - a. Alaska
 - b. California
 - c. New York
 - d. the three combined *

11. When it comes to outdoor recreation, compare the functions of the federal government to those of the state government. (p. 178)
12. What are the types of outdoor services that the state usually provides? (p. 183)
13. Describe how the agencies dealing with outdoor recreation within the state are classified. (pp. 184–185)
14. To be able to get federal funds, what should the state plan for outdoor recreation include? (p. 179)

9

LOCAL RESOURCES AND RECREATION

During the colonial period, communities were entitled to administer the services, but because of the dominance of Puritan ethics, recreation was not one of these services. The open space known as the Commons was not intended for recreational offerings either.

In 1783, a resident of the city of New York complained about the lack of a spot in the city for the enjoyment of exercise necessary for health and amusement. The city acquired 720 acres of swamps and commissioned Frederick Law Olmsted and an associate to develop Central Park in 1833. It is considered to be the first city park in America. It served as the model for city parks in America in the future. But the success of the Boston Sand Garden in 1883 and the Hull House in Chicago in 1892 ignited interest in offering recreational services at the local level.

Legislation enacted in many states enabled local governments to exercise certain powers, although some were for a limited time and could be co-joined with other local authorities. Today, the state enables local governments to establish commissions, including one for park and recreation, as well to authorize municipalities and counties to finance local outdoor recreational offerings.

These services can be offered through the county, municipalities, and special districts. These three local bodies arrange their recreational services in a variety of ways. Park and recreation could be included under one department or in two departments. Both approaches have their advantages and disadvantages. In some localities in this country where there is no arrangement for a department of park and recreation or separate departments for each service, recreation is offered through the school district.

Financing for local recreational services and capital improvements for land building and sites comes from many sources such as taxes, fees, gifts, bonds, federal funds, and sometimes special assessment. Two examples from a county and one city are provided as examples of how local recreational services are provided.

OBJECTIVES

1. Students will appreciate the attempts in the past to have local recreational services.
2. Students will learn how local governments are organized and about the authority provided to them for offering outdoor recreational services.
3. Students will go over the functions of local park and recreation commissions and boards.
4. Students will understand the complexity of financing local offerings and the attempts by localities to provide adequate services.

WEBSITES

- www.laparks.org/dos/camps/wow.htm (L.A. Department of Recreation and Parks)
- www.nrpa.org (National Recreation and Park Association)
- www.nycgovparks.org (New York City Department of Parks & Recreation)
- <http://science.energy.gov/grants/> (Grants and contracts)

EXAM QUESTIONS

1. The playground movement started as a philanthropic deed. (p. 195)
 - a. True *
 - b. False
2. Every county in the United States superimposes special boards and commissions in its governmental structure. (p. 197)
 - a. True
 - b. False *
3. The mayor–council form of local government is the least commonly used in U.S. cities. (p. 198)
 - a. True *
 - b. False
4. It is commonly agreed that the need for recreational activities led to the establishment of the commons. (p. 193)
 - a. True
 - b. False *
5. In the City of Tacoma, Washington, the school district as well as the local recreation department provide recreational opportunities. (p. 209)
 - a. True *
 - b. False
6. Some of the problems facing local authorities concerning public recreation include: (p. 210)
 - a. low level participation
 - b. uneven distribution of resources
 - c. unsafe conditions in the recreational place
 - d. all of the above *
 - e. none of the above
7. Today's National Recreation and Park Association used to be called the (p. 201)
 - a. Playground Association
 - b. Playground & Recreation Association
 - c. National Recreation Association
 - d. all three *
8. The federal act that helped local bodies acquire land for recreation is the (p. 207)
 - a. Acquisition Act, 1906
 - b. Pittman–Robertson Act, 1937
 - c. Dingell–Johnson Act, 1950
 - d. Land & Water Conservation Act, 1965 *
9. A combined department of parks and recreation is seen in ___ local governments. (p. 200)
 - a. all
 - b. 2/3 *
 - c. 1/3
 - d. none

10. Los Angeles county has parks as small as ___ acre. (p. 208)
 - a. one
 - b. 2/3
 - c. 1/3 *
 - d. none so small
11. Give a short description of the efforts prior to 1900 to provide local recreational services. (p. 195)
12. Give a short description of the efforts after 1900 to provide local recreational services. (p. 196)
13. What are the different functions of the local boards and commissions? How is this related to outdoor recreation? (p. 198)

10

OTHER OUTDOOR RECREATIONAL RESOURCES

This chapter discusses private and personal resources in outdoor recreation. Sixty percent of the land mass in the lower 48 states is privately owned. This means that 1.28 billion acres are either privately owned, acquired by private organizations, semipublic organizations, industrial establishments, or commercial enterprises.

Private resources in recreation include primary residence, secondary residence, trailers, and houseboats that provide ample recreational opportunities. Also, a large number of private organizations such as sport clubs, yacht clubs, hiking, and mountaineering clubs provide their members with like opportunities. Semipublic organizations such as the YMCA, the Boy and Girl Scouts, and similar organizations that receive public funds provide their members with outdoor recreational pursuits. The same is found in the case of preservation organizations such as The Nature Conservancy, National Audubon Society, The Sierra Club, and the like.

Industrial, business, and commercial resources in the field of leisure include providing employee's with recreational opportunities and through opening of private land to the general public for outdoor pursuits. Some commercial recreation enterprises provide their clients with facilities such as campgrounds and amusement parks. Other enterprises offer activities on their premises such as skiing, fishing, and boating.

OBJECTIVES

1. Students will realize that there is more to recreation than just public recreation.
2. Students will investigate the many recreational opportunities that take place on privately owned land.
3. Students will study the role of semipublic agencies in providing opportunities for leisure pursuits.
4. Students will have the opportunity to look into the role of industrial, business, and commercial enterprises in providing similar opportunities.

WEBSITES

- www.parma.com (Risk managers association)
- www.IslandPress.org (Environment directory)
- www.ResortsandLodges.com (Ski resorts)
- www.koakampgrounds.com (Campgrounds)
- www.outdoorsclub.org (OutdoorsClub.org)
- www.sierraclub.org (Sierra Club)
- www.rvda.org (National RV Dealers Association)

EXAM QUESTIONS

1. Time-sharing of a second home means that all members own the property. (p. 215)
 - a. True
 - b. False *
2. All golf courses and country clubs are exempted from federal taxes. (p. 218)
 - a. True
 - b. False *

3. The 4-H clubs were meant to help adults to appreciate nature. (p. 222)
 - a. True
 - b. False *
4. The Camp Fire organization was originally organized for the benefit of girls only. (p. 222)
 - a. True *
 - b. False
5. The land acquired by The Nature Conservancy is turned over to governmental agencies to manage. (p. 223)
 - a. True *
 - b. False
6. The Sierra Club organizes hikes to natural resource area that are open to the public. (p. 223)
 - a. True *
 - b. False
7. Interest in providing workers with recreational opportunities is a new phenomenon. (p. 225)
 - a. True
 - b. False *
8. The Federal Energy Regulatory Commission requires that utility companies provide recreational opportunities on the reservoirs they manage. (p. 226)
 - a. True *
 - b. False
9. There are more public campgrounds than commercial ones. (p. 228)
 - a. True
 - b. False *
10. A study cited in the text shows that about ____ million Americans own land suitable for outdoor recreation (p. 213)
 - a. 20
 - b. 15
 - c. 10 *
 - d. 5
11. The above group owns about ____ million acres for that purpose (p. 214)
 - a. 100
 - b. 200 *
 - c. 300
 - d. 400
12. It is estimated that close to ____million people went through Boy Scouts programs. (p. 220)
 - a. 200
 - b. 150
 - c. 100 *
 - d. 50
13. The Boy Scout movement originated in (p. 220)
 - a. France
 - b. England *
 - c. Sweden
 - d. Italy

14. The Young Men's Christian Association originated in (p. 221)
 - a. France
 - b. England *
 - c. Sweden
 - d. Italy
15. Industrial land opened for the public to enjoy recreational pursuits is found mainly in (p. 226)
 - a. the Midwest
 - b. the South *
 - c. New England
 - d. the West
16. The longest skiing season is seen in the (p. 230)
 - a. East
 - b. Midwest
 - c. Rocky Mountains *
 - d. West
17. The first amusement park in the United States was (p. 235)
 - a. Jones Wood *
 - b. Coney Island
 - c. Disneyland
 - d. Magic Mountain
18. Differentiate between a sport club and a sportperson club. (p. 218)
19. What kind of facilities are provided by the Sierra Club? Where and why? (p. 223)
20. What is RARE? (p. 224)
21. List some of the commercial recreation enterprises in this country. (p. 227)

11

OUTDOOR RECREATION IN CANADA

Canada's vast landscapes and weather patterns, rich cultural history, the emergence of provincial and national parks, and the mystique of the North have shaped the Canadian outdoor recreation identity in many ways. Canadian landscapes have shaped that identity in their diversity and hard-to-travel features such as the Canadian Shield, which forced early peoples to develop tenacity and foresight reflected by the Aboriginal, English, and French use of the iconic canoe to hunt, travel, and explore the country. Cold winters shaped the Canadian outdoor recreation identity in the development and ensuing popularity of outdoor recreational pursuits and activities such as curling, snowshoeing, skiing, and other winter activities. The Canadian outdoor recreation identity originally shaped by Aboriginal peoples, English, and French has evolved into a rich multicultural mosaic as Canada is proud to be one of the most diverse countries in the world. Many of Canada's vast open spaces were transformed into parks at the federal level beginning with Banff National Park in 1885, with many more following shortly thereafter. The provincial park systems have unique histories in each of the 10 provinces, but share many similarities in their focus on improving quality of life for lands, wildlife, and people. Finally, Canadian territories and a sense of the North have shaped the Canadian outdoor recreation identity by its sheer size, cultural significance, vast wilderness character, and mystery. Overall, the Canadian outdoor recreation identity is fueled by a richness of natural and cultural resources and recreational opportunities. Canadians have and will continue to revere and celebrate that richness of outdoor recreation as part of their evolving national identity.

OBJECTIVES

1. Students will learn about the Canadian outdoor recreation identity and how it is distinct from the outdoor recreation identity of the United States.
2. Students will learn about Canadian outdoor recreation history including the Aboriginal history, historic use of the canoe, and European settlement.
3. Students will learn how federal and provincial parks evolved and how they balance use and protection of the natural environment.
4. Students will learn about outdoor recreational resources in Canada's territories.

WEBSITES

- www.aadnc-aandc.gc.ca/eng/1307460755710/1307460872523 (First Nations background)
- www.canoe.ca/AllAboutCanoes/
- www.natureconservancy.ca/en/where-we-work/ontario/our-work/canadian-shield.html (Canadian Shield)
- www.thecanadianencyclopedia.ca/en/article/lacrosse/
- www.pc.gc.ca/eng/progs/pn-np/index.aspx
- www.ontarioparks.com/
- www.iti.gov.nt.ca/sectors/parks

EXAM QUESTIONS

1. Canada and the United States have the same outdoor recreation identities. (p. 241)
 - a. True
 - b. False *
2. There is no greater icon for Canadian outdoor recreation than the canoe. (p. 243)
 - a. True *
 - b. False
3. Lacrosse, originally known as Baggataway, began in Canada. (p. 242)
 - a. True *
 - b. False
4. The first Europeans to settle in Canada were the English. (p. 244)
 - a. True
 - b. False *
5. Canada's first national park was a result of discovery of gold in 1883 near Banff. (p. 246)
 - a. True
 - b. False *
6. There are ___ provinces and ___ territories located in the country of Canada. (p. 243)
 - a. 10, 3 *
 - b. 11, 2
 - c. 3, 10
 - d. 13, 4
7. Newfoundland and Labrador is Canada's _____ province. (p. 248)
 - a. Largest
 - b. Most populated
 - c. Easternmost *
 - d. Westernmost
8. The first people to travel Canada by canoe were (p. 243)
 - a. Aboriginal peoples *
 - b. French
 - c. English
 - d. Americans
9. The first national park in Canada was ___ established in 1885. (p. 246)
 - a. Alberta
 - b. Bruce Peninsula
 - c. Jasper
 - d. Banff *
10. Baffin island is located in _____ and is the ___ largest island in the world, the first largest island in Canada. (p. 257)
 - a. Ontario, 6th
 - b. Manitoba, 5th
 - c. Nunavut, 5th *
 - d. Northwest Territories, 2nd

11. What are the main features of the Canadian outdoor recreation identity? Briefly explain each feature. (p. 241)
12. Who were the Voyageurs, and why are they significant to the Canadian outdoor recreation identity? (p. 243)
13. Briefly explain the settlement of Canada and provide examples from English and French settlement. (p. 244)
14. How was Parks Canada significant to the development and protection of national parks in Canada? (p. 246)
15. Pick a province that interests you and describe the evolution of provincial parks in that province. (pp. 248–256)

PART 3

MANAGEMENT, EDUCATION, AND PARTICIPATION

12

MANAGEMENT POLICIES IN OUTDOOR RECREATION

This chapter provides the general policy in the management of open space and parkland in the United States. The chapter discusses the attempts to balance the preservation of natural areas and the endeavor to provide ample opportunities for the public to enjoy them. Two policies, preservation and multiple use, are presented along with the details to implement them.

The Antiquities Act of 1906 authorized the president of the United States to reserve lands with scenic beauty and scientific importance. When the Congress established the National Park Service in 1916, it specified that these areas should be left unimpaired for the enjoyment of future generations. Some people believe that a circus atmosphere created within certain parks led to their deterioration, despite the legislation and the protestation of some naturalists. In the 1930s, the Sierra Club was founded and became engaged in the call for strict preservation. The National Wilderness Preservation System came into being in 1960s. This became the approach of the federal government toward national parks and the wilderness areas that were carved out of other federal lands. Yet few states have a preservation policy, and even the implementation of such policy by them is questionable. Nonetheless, according to recent statistics, 8% of the United States land is under this policy.

Multiple-use policy is applied in the lands managed by the U.S. Forest Service and the Bureau of Land Management and most state forests. Multiple use includes grazing, timber cutting, and recreational activities. This policy is met with difficulty because different groups view America's natural resources differently. For instance, Native Americans look at natural resources as their home, the early settlers as the homes of hostile enemies, the lumbermen as timber mines, foresters as renewable resources, and recreationists as playgrounds.

Ninety-eight percent of the total area of the United States is land, and the remaining 2% is inland water. Land and water are two basic sources for recreation. Land can be classified according to use, ownership, designation, service, orientation, or resource. On one hand, the land mass in the United States is forest, grasslands, desert, or tundra. On the other hand, the water resources in this country are rivers, wetlands, shorelines, lakes, and reservoirs.

In planning for outdoor recreation, following certain procedures with specific stages is suggested. Examples of national outdoor recreation plans cited in this chapter include the Public Land Law Review Commission Report, 1970; the Nationwide Outdoor Recreation Plan, 1973; and the Nationwide Outdoor Recreation Plan, 1979. Steps to be taken in outdoor recreation planning on state and local levels are discussed as well. The plans to be followed by the localities for their different projects are presented as well.

OBJECTIVES

1. Students will understand the factor that led to the adoption of preservation in the management of certain natural areas of the United States.
2. Students will learn how multiple-use policy is applied to most of the federal land and the difficulties faced in managing this policy.
3. Students will appreciate the way land and water areas are classified in this country and the rationale behind the classification.
4. Students will know about the procedure followed by federal, state, and local governments in planning outdoor recreational facilities.

WEBSITES

- <http://parks.ny.gov/> (New York State Parks, Recreation, and Historic Preservation)
- www.sfrc.ufl.edu (Forest terminology for multiple use)
- <http://actionplan.gc.ca/en/initiative-section/protecting-natural-resources> (Land resources protection in Canada)
- <http://www.nrcan.gc.ca/forests/canada/conservation-protection/17501> (Forest conservation in Canada)

EXAM QUESTIONS

1. Enjoyment of the people was difficult to define from the very beginning of the National Park Service. (p. 266)
 - a. True *
 - b. False
2. Yellowstone was established after the National Park Service was enacted. (p. 265)
 - a. True
 - b. False *
3. Most of the total acreage in the United States is privately owned. (p. 270)
 - a. True
 - b. False *
4. The Nationwide Outdoor Recreation Plan of 1973 was based on surveys of over 4,000 people. (p. 278)
 - a. True *
 - b. False
5. The Nationwide Outdoor Recreation Plan of 1979 suggested both assessment and action programs. (p. 280)
 - a. True *
 - b. False
6. To receive federal assistance, the state must develop a plan every 5 years. (p. 281)
 - a. True *
 - b. False
7. It is imperative that the public become involved in the case of public projects. (p. 283)
 - a. True *
 - b. False
8. The legislation that established _____ park is important because it provided the basis upon which such areas are to be dedicated for the enjoyment of the people. (p. 265)
 - a. Central Park
 - b. Kings Canyon
 - c. Yellowstone *
 - d. Yosemite
9. The first national convention on outdoor recreation took place in the (p. 276)
 - a. 1920s *
 - b. 1930s
 - c. 1940s
 - d. 1950s

10. The local outdoor recreation plan should take into consideration (p. 283)
 - a. demographic changes
 - b. open space within locality
 - c. state plan
 - d. all three *
11. The time when roads were built in wilderness area happened under the agency of the (p. 276)
 - a. National Park Service
 - b. Works Progress Administration *
 - c. U.S. Forest Service
 - d. all three
12. How does the Wilderness Act define wilderness? What are some of the stipulations provided therein? (p. 267)
13. What are the principles applied in wilderness management? (p. 268)
14. Why does the textbook consider the multiple-use policy a slippery one? (p. 270)
15. Compare the different methods of classifying recreational resources. (p. 271)
16. What are the objectives of the National Park Service? (p. 266)
17. Describe the steps to be observed in planning and executing a local outdoor recreation project. (p. 283)

13

MANAGEMENT PROCEDURES IN OUTDOOR RECREATION

Because the principles of management were born in the industrial/business world, they are not always applicable in the service world, including recreational services. However, the benefit-based approach could be useful in outdoor recreation as is management by objectives. Strategy management, planning programs, budgeting systems, program evaluation review techniques, and conflict resolution can all be used. In all these approaches, the central activity is decision making.

One of the most important decisions to be made by a manager of an outdoor area is its carrying capacity. In the 1960s, the demand for outdoor recreational areas increased, and there was alarm over whether heavy use would seriously deteriorate the site, underscoring the importance of the concept of carrying capacity. This means that the manager has to consider the characteristics of management, site, and users. Another decision to be made in outdoor recreation is the estimation of use rates. What is the unit to measure recreational use? Should the unit be the visit, the activity, or the visitor-hour? The decision in this case is very much related to the sources of financing outdoor recreation, basically taxes and grants. The charging of fees in recreation, outdoor recreation in particular, is a subject of debate between those who argue for imposing fees and others who argue against fees altogether. Several factors come into play: the elasticity of demand, the significance of the site, the percentage of the fee in the total cost, and the type of fee instituted. Just as important is how the site visitors are managed. For instance, signs, information, education, and interpretive services are important devices in visitor management. Litter control and permit systems are also important. Some areas and sites in outdoor recreation need special management techniques. Recreation management in certain wilderness areas such as rivers and scenic and recreational trails requires special arrangements. Managers of outdoor recreational sites and activities should become acquainted with the legal principles governing them. Special attention should be given to the concepts of liability and negligence and their impact on sites and activities in outdoor recreation.

OBJECTIVES

1. Students should be able to understand that because management principles emanated from industry and business, not all of them can be applied in leisure services.
2. Students will learn that decision making is the status quo of management, including the most significant practice of carrying capacity.
3. Students will appreciate the factors to be considered in the application of carrying capacity.
4. Students will become acquainted with the mechanism of imposing user fees, once the argument for such a practice prevails over the argument against it.
5. Students will familiarize themselves with visitor management, along with the laws that govern the site and activities therein.

WEBSITES

- <http://www.atlantaga.gov/index.aspx?page=22>
- <http://www.eugene-or.gov/1096/Park-Rules> (2016 rules)
- www.fema.gov (Emergency management)
- www.amanet.org (Management association)
- www.blm.gov (BLM home page)
- www.carryingcapacity.org (Carrying capacity)

EXAM QUESTIONS

1. The concern over carrying capacity started after WWI. (p. 288)
 - a. True
 - b. False *
2. The revenue bond is paid from special assessments on those who benefit from the project. (p. 293)
 - a. True
 - b. False *
3. Revenue sharing is a program established by the states to help local offerings. (p. 294)
 - a. True
 - b. False *
4. At the end of the 20th century, the U.S. Forest Service estimated that attendance would decrease. (p. 292)
 - a. True
 - b. False *
5. The U.S. Forest Service expects that hunting will increase in the next 50 years. (p. 292)
 - a. True
 - b. False *
6. The General Accounting Office of the United States concluded that charging fees has a negative effect on attendance. (p. 295)
 - a. True
 - b. False *
7. The units to be considered in determining fees is/are (p. 291)
 - a. visit-hour *
 - b. activity-hour
 - c. recreation visit
 - d. all three
8. Which of these methods is/are used to keep track of the use of a site? (p. 292)
 - a. observation
 - b. sampling
 - c. counting
 - d. all three *
9. Most of the visitors to Yosemite National Park come from (p. 292)
 - a. California *
 - b. Southwestern states
 - c. Pacific states
 - d. the United States in general
10. Most of the areas listed under the National Wilderness System are found in (p. 302)
 - a. Alaska *
 - b. California
 - c. both states
 - d. all 50 states

11. When it comes to carrying capacity, what factors does the manager need to consider? (p. 288)
12. Compare the type of fees used in recreation management. (p. 293)
13. What should be the strategy of the manager of an outdoor site in approaching foundations for a gift or grant? (p. 295)
14. What are the techniques suggested in the textbook for managing wilderness areas? (p. 302)
15. What is meant by undesirable behaviors at outdoor recreational sites? (p. 305)

14

EDUCATION IN THE OUTDOORS

Outdoor education has a multitude of objectives, some of which include to help people live in harmony with the natural environment, to establish a basic understanding of others, to utilize an interdisciplinary approach to education, to learn to use all of the senses, to learn in the natural laboratory, and to arouse the natural curiosity of the student. Outdoor education is commonly defined as education in, about, and for the out-of-doors.

In America, outdoor education goes back to the 18th and 19th centuries when it began to expand in reaction to the industrialization of North America. Among the early advocates were Joseph Cogswell, George Bancroft, Ernest Thompson Seton, Lloyd Burgess Sharp, and Julian Smith. Their efforts resulted in formal offerings such as Round Hill School and informal ones through youth organizations. Traditional schools became involved in outdoor education through interdisciplinary programs and planned instruction.

As a self-conscious movement in American education, outdoor education experiences have moved from elementary school camping to all age levels and outdoor settings. Preschoolers to adults are enriched by outdoor education courses. No longer a middle-class phenomenon, outdoor education has moved to a greater class spread and to special groups. Schools without camps seek local settings within walking distance. Farms, forests, and gardens offer increasing possibilities. At the college level, centers for outdoor education have been established and extracurricular programs with outdoor orientation bring opportunities to students, staff, and the community. Academic credit is given for students who are planning careers in recreation or education through various undergraduate and graduate institutions.

A number of nonprofit organizations, such as the National Audubon Society and the YMCA, are involved in providing outdoor education experiences. Other organizations, such as the American Camping Association, are concerned with the education and training of camp staff. Outward Bound offers courses around the world to those who want to learn practical outdoor skills, self-discovery, and about the natural environment. The various approaches used to teach outdoor/environmental education can be shared with others at various conferences put on by professional organizations. One organization, the North American Association for Environmental Education, serves professionals, students, and volunteers from more than 55 countries throughout the world.

OBJECTIVES

1. Students will learn about the development of outdoor education.
2. Students will explore how the practice of teaching outdoor education has evolved through various programs.
3. Students will study teaching methodology and learn how the practice of implementing outdoor education varies by grade level.
4. Students will scrutinize nonschool agency contributions to outdoor education.
5. Students will examine the responsibility of education to serve the professional who will act as leader, organizer, interpreter, manager, and/or administrator in outdoor settings.

WEBSITES

- www.wilderdom.com/research.html
- www.scouting.org
- www.girlscouts.org
- www.acacamps.org
- www.nols.edu
- www.outwardbound.org

- www.aore.org
- www.outdoored.com
- www.nsee.org
- www.aee.org

EXAM QUESTIONS

1. In some countries, outdoor education simply means recreational activities. (p. 313)
 - a. True *
 - b. False
2. Outdoor education is not inclusive of other subject areas. (p. 313)
 - a. True
 - b. False *
3. Some trace the beginnings of outdoor education to Socrates and Plato or even to the dawn of humanity. (p. 317)
 - a. True *
 - b. False
4. Ernest Thompson Seton is credited as the originator of school camping and outdoor education in the United States. (p. 318)
 - a. True
 - b. False *
5. The handbook *Boy Scouts of America: A Handbook of Woodcraft, Scouting, and Life Craft* first appeared in 1910 and within 30 years sold an estimated 7 million copies. (p. 318)
 - a. True *
 - b. False
6. A significant development occurred when Indiana passed legislation that allowed school districts to acquire and operate camps as a segment of a school program. (p. 320)
 - a. True
 - b. False *
7. Outdoor education programs provide opportunities for park and recreation departments to become critical players in after-school programs. (p. 325)
 - a. True *
 - b. False
8. Juliette Low believed that girls would be attracted to the out-of-doors and founded Girl Scouts of the USA. (p. 330)
 - a. True *
 - b. False
9. Sierra Club Inner City Outing (ICO) provides low-income, inner-city youth with adventure trips into the wilderness with certified volunteers who are trained in recreation, outdoor, safe skills, and environmental education. (p. 332)
 - a. True *
 - b. False

10. The most common definition of outdoor education is education (p. 313)
 - a. in the out-of-doors
 - b. about the out-of-doors
 - c. for the out-of doors
 - d. all of these *
11. _____ is the study of the wise use of natural resources. (p. 314)
 - a. Adventure education
 - b. Conservation education *
 - c. Experiential education
 - d. Outdoor education
12. In 1940, he established National Camp for the training of leaders. (p. 319)
 - a. Hyde Bailey
 - b. George Bancroft
 - c. Lloyd Burgess Sharp *
 - d. Julian W. Smith
13. _____ is an adventure-based educational program whose objective is leadership training and self-discovery through challenging activities in a wilderness setting. (p. 333)
 - a. National Audubon Society
 - b. Outward Bound *
 - c. Sierra Club
 - d. Young Men's Christian Association
14. Industrialization in the 1900s brought children from farms to cities. As health problems developed, the enrichments of outdoor life were rediscovered. Outdoor education programs developed. For what reasons are outdoor education programs especially beneficial today? (pp. 317–321)
15. How is outdoor education different from environmental education? (p. 314)
16. The philosophy of outdoor education may be based on four premises. What are they? Please describe each. (p. 322)
17. What are three curriculum approaches to teaching outdoor education? Please describe each. (p. 323)
18. A broad-based outdoor education program will include not only the cognitive, but also what other outcomes of the program? (p. 322)

15

OUTDOOR RECREATIONAL ACTIVITIES

Americans' love of nature is reflected in the type as well as the amount of outdoor activities in which they partake. This chapter provides a glimpse of these activities. Some of the equipment needed for each activity and how to satisfactorily participate in these activities are described, though any attempt to teach the activity is not within the scope of this text.

Adventures on land include hiking, backpacking, and mountain biking. Activities in the snow are snowshoeing and cross-country skiing. White-water rivers provide ample opportunities for leisure pursuits such as canoeing, kayaking, and rafting, and the ocean opens possibilities such as SCUBA diving and windsurfing. In the air, Americans enjoy hang gliding, hot air ballooning, and skydiving. Bird-watching and rock art visits are two viewing and educational activities described in more detail here. Orienteering and navigation are necessary for many outdoor pursuits, and camping is either a solo or paired activity that can be enjoyed in summer and winter or with accompanying pack animals.

Safety techniques and low-impact techniques are described after activities, but the latest techniques and safety standards should always be investigated. Safety must always be a priority in planning and during the activity, and minimizing impact helps to protect the environment by leaving no sign of visitation. Despite overcrowding in wilderness areas, the recreationist can prevent adverse impact by practicing the no-trace ethic. The low-impact ethic advocates leaving wilderness areas in better condition than before they were visited. By practicing no-trace and low-impact techniques, wilderness visitors can enjoy these beautiful and pristine environments today and tomorrow.

OBJECTIVES

1. This chapter provides students with an introduction to various outdoor activities done on land, in snow, on water, and in the air.
2. Viewing and learning activities are discussed.
3. Navigation and camping skills are introduced.
4. The importance of safety, keeping up with new technology and skills, and environmental impact are addressed.
5. Future leaders are offered outdoor activity statistics and a chart to help acquaint them with programming ideas. Statistics and trends are always changing, and they can be updated by referencing government agencies and recreational studies found on the Web.

WEBSITES

- www.funoutdoors.com/research
- www.srs.fs.usda.gov/trends
- www.fs.fed.us/research
- www.fs.fed.us/recreation
- www.treadlightly.org
- www.us.orienteering.org
- <https://fat-bike.com>

EXAM QUESTIONS

1. Approximately 28% of the total land area in the United States is in federal ownership. (p. 343)
 - a. True *
 - b. False
2. More than half of the land in the United States comprises federal, state, regional, county, and municipal property. (p. 343)
 - a. True
 - b. False *
3. Americans almost unanimously agree that outdoor recreation is the best way to be physically active. (p. 343)
 - a. True *
 - b. False
4. Tread Lightly!, conceived by the Forest Service, was developed to provide educational messages geared to motorized visitors. (p. 347)
 - a. True *
 - b. False
5. The Leave No Trace (LNT) program was developed as an outdoor ethics program for nonmotorized users. (p. 347)
 - a. True *
 - b. False
6. Most Americans agree that outdoor recreation is a good way to increase people's appreciation for the environment. (p. 347)
 - a. True *
 - b. False
7. Mountain bicycling is the most popular outdoor recreational activity today. (p. 349)
 - a. True
 - b. False *
8. When backpacking, external frames are a better choice if there is a need to climb or travel in rough terrain. (p. 352)
 - a. True
 - b. False *
9. Larger snowshoes have surface areas that provide better flotation or buoyancy. (p. 355)
 - a. True *
 - b. False
10. Jacques-Yves Cousteau and Emile Gagnan introduced the snorkel to divers. (p. 365)
 - a. True
 - b. False *
11. The demand for outdoor recreation grew rapidly in the United States _____ when the economy grew to support it and then again in the 1960s and 1970s. (p. 345)
 - a. after the Great Depression
 - b. after World War I
 - c. after World War II *
 - d. after the Korean War

12. Mission 66 was a program designed by the _____ to rehabilitate facilities and build new ones by 1966. (p. 343)
 - a. Army Corps of Engineers
 - b. Bureau of Land Management
 - c. Bureau of Indian Affairs
 - d. National Park Service *
13. A crude ski unearthed by archaeologists from a Swedish bog is estimated to be over ____ years old. (p. 356)
 - a. 1,000
 - b. 2,000
 - c. 5,000 *
 - d. 10,000
14. The “J” stroke is used to keep the ____ on a straight course. (p. 359)
 - a. canoe *
 - b. kayak
 - c. raft
 - d. sailboard
15. How did the Outdoor Recreation Resources Review Commission (ORRRC) impact outdoor recreation in this country? (p. 344)
16. Who established the President’s Commission on Americans Outdoors (PCAO)? What was accomplished? (p. 345)
17. How do the symptoms differ between heat exhaustion and heat stroke? How might they be prevented? (p. 353)
18. What are some of the most important safety features for hang gliding and skydiving? (p. 369)
19. Define declination and explain its use. (p. 379)
20. Provide five examples of viewing and learning activities. (p. 374)
21. What are four low-impact techniques used when packing with animals? (p. 386)

16

THE ENVIRONMENT

Human activities, including outdoor recreation, impact the environment. Air pollution has caused havoc in national parks even with the passage of the Clean Air Act. The destruction to the freshwater aquatic system is seen in the extinction and near extinction of many fish. This has impacted fishing and fishing ethics. Other areas affected by human activities are the estuarine and marine systems. “Trashbergs” are reducing life at an alarming rate. Coral reefs along the Florida Keys could become the first in the world to be killed by humans.

Forests and trees are disappearing at an alarming rate, the recreational values of which are gone forever. But most important is the impact of unwise timber harvesting on the environment, which results in the loss of wildlife and creates a dangerous level of global warming. Ancient forests support established ecosystems.

Prairie lands may be the most endangered terrestrial ecosystem, and the desert is extremely fragile. Steps are being taken to reduce damage. Meanwhile, a disregard for the many human-made factors contributing to the destruction of our natural world could cause us to find our own survival in question. The greatest causes of extinction related to human activity are the loss of habitat and fragmentation, pollution, commercial exploitation, edification, and the introduction of exotic species. With restraint, technology, consideration, diligence, partnerships, and mindful management, we are capable of slowing and perhaps even reversing much of the damage. In 1854, Chief Seattle stressed ecological values and harmony with nature that we should consider today.

OBJECTIVES

1. Students will learn basic concepts of environmental conservation.
2. Students will study the impact of air pollution and acid rain in recreational areas.
3. Students will learn about aquatic ecosystems.
4. Students will review terrestrial ecosystems.
5. Students will take a look at noise pollution and endangered wildlife.

WEBSITES

- www.earthday.net
- http://cfpub.epa.gov/ncer_abstracts/index.cfm/fuseaction/display.abstractdetail/abstract/273/report/0
- www.epa.gov/owow/wetlands
- <http://ecos.fws.gov/ecp/>
- www.nonoise.org/library/epahlth/epahlth.htm

EXAM QUESTIONS

6. Most of the glacial ice in the Alps has melted in the past century. (p. 398)
 - a. True *
 - b. False
7. Ozone can be good as well as bad. (p. 400)
 - a. True *
 - b. False

8. Terrestrial ecosystems are the earth's most dominate feature. (p. 402)
 - a. True
 - b. False *
9. Poor water quality has vastly affected recreational pursuits. (p. 403)
 - a. True *
 - b. False
10. Tidal sheltered waters provide unique communities of plants and animals and are among the most productive on earth. (p. 405)
 - a. True *
 - b. False
11. Inland wetlands fringe many estuaries. (p. 406)
 - a. True
 - b. False *
12. The coyote's survival set off a heated debate among environmentalists and the timber industry. (p. 419)
 - a. True
 - b. False *
13. The anthropocentric orientation views humans (p. 395)
 - a. as a part of nature
 - b. above or outside of nature *
 - c. in harmony with nature
 - d. against nature
14. Climate change is commonly used interchangeably with (p. 398)
 - a. global warming
 - b. greenhouse effect
 - c. all of these *
 - d. none of these
15. The comprehensive federal law that regulates air emissions from area, stationary, and mobile sources is called the (p. 400)
 - a. Kyoto Protocol
 - b. Climate Action Plan
 - c. Clean Air Act *
 - d. Environmental Protection Agency Standard
16. _____ play the most vital role in regulating the global climate. (p. 415)
 - a. Coral reefs
 - b. Deserts
 - c. Forests *
 - d. Grasslands
17. _____ means that a species is likely to become endangered within the foreseeable future. (p. 429)
 - a. Endangered Species Act
 - b. Endangered
 - c. Habitat protection *
 - d. Threatened

18. When people at leisure interact with the natural environment, three ingredients characterize the interaction. Please explain these three ingredients. (p. 393)
19. Describe the environmental movement in this country. (p. 394)
20. Environmentalists are generally divided into two basic philosophical groups. What are the two groups and what do they believe? (p. 395)
21. Ecological relationships are manifested in physiochemical settings of nonliving, or abiotic, environmental substances and gradients and physiological factors and gradients. Please give two examples of abiotic substances and also define and give two examples of biotic components. (p. 396)
22. Give examples of four of the greatest causes of extinction related to human activity. Please describe each example. (p. 427)