

4-H FORESTRY PROGRAM—Unit C-2

FOREST RECREATION



member's manual
and
leader's guide

Contents

Acknowledgments

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The Principal Authors

Michael F Bolin, Associate Extension Forester, University of Illinois, Urbana B.S.F. 1972, M.F 1974—University of Illinois. Responsible for youth and 4-H forestry program development; Director of Illinois Forestry Camp and Co-director of Trees For Tomorrow Forestry Careers Workshop. Member of Society of American Foresters and American Forestry Association.

Clyde E Chesney is Natural Resources Specialist/Coordinator with the Agricultural Extension Program at North Carolina A&T State University. He received two degrees from North Carolina State University—B.S. Conservation of Natural Resources and M.S. Recreation Resources Administration. Dr. Chesney recently received his Doctoral degree at Michigan State University in Resource Development. He formerly worked as 4-H Specialists with major responsibilities to the 4-H Leisure Education Program.

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The 4-H Forestry Program

Educational aids in the National 4-H Forestry Program consist of three parts, Unit A—Trees—explains what trees are, how they grow, why they are important and what characteristics identify them. Unit B—Forests—is about trees as part of the forest ecosystem, what values people hold for them, and how they are managed. Unit C—Forestry—discusses how people manage the forest resources which provide forest products, recreation, water supplies, wildlife shelter, jobs and other needs.

The most logical way to use this program is to start with Unit A and take the sections in order through Unit B. Then select those sub-units of Unit C in which you have the most interest. More advanced members may start with Unit B and refer to Unit A as necessary.

This sub-unit is only part of a much broader presentation of forestry interests contained in Unit C. In all there are eight publications in Unit C designed to give you an overview of various aspects of the forest industry. You will be advancing from the general concepts presented in Unit B to more specific topics, such as

- *C—1 The Tasks of Tree Farming
- *C—2 Forest Recreation
- *C—3 Managing the Forest for Water,
Wildlife and Forage
- *C—4 Urban Forests
- *C—5 Careers in Forestry
- *C—6 The Dollar Value of Forestry
- *C—7 Timber Harvesting
- *C—8 Great Plains Forestry

Note: The small numbers featured at the end of some sentences are references to publications found on page 12.

Member's Section

Introduction

Forest surroundings provide a setting that is widely desired for many recreational activities. Hiking, camping, picnicking, sightseeing and bird watching are only a few of the recreational activities that are more possible and more fun in forests than in barren surroundings.

Within the past 25 years, changes in our socio-economic patterns, such as population increases, higher incomes, increased leisure time and greater mobility have led to an increased demand for forest recreation facilities. These changes have also allowed more of us to take part in forest recreation activities.

We can expect this demand to continue to increase. As our urban areas expand, more of our forest lands are being developed into business and residential areas.

This manual will help you see why each of us needs to be concerned with good land use planning if we are to meet the increased demands placed on our forest land.

Forest Recreation

Forest recreation consists of outdoor activities that are somehow related to our renewable resources. These activities usually are held in or around the forest, but are not limited only to this setting. Some of the more popular activities include driving, camping, fishing, hiking, hunting, nature study, picnicking, sightseeing, skiing, snowmobiling and swimming.

Forest recreation activities allow visitors to spend time in an outdoor environment amidst some of our natural resources. The extent of personal satisfaction gained depends more on how valuable the activity is and how long it lasts than how often it is done. For most people, forest recreation involves more travel time and greater expense than other recreational activities. The *total* time spent pursuing forest recreational activities may not be as great as that spent on other activities, but the time

spent *per experience* or outing is usually greater.

Therefore, people expect a higher degree of personal satisfaction resulting from their limited recreational outings.

Why Visit a Forest?

The forest is a priceless resource for people seeking to renew or heighten physical, mental and spiritual feelings. Many seek the forest for recreation because it is primarily a change of environment—a sharp contrast from day to day urban living. Visiting a forest area can be relaxing, educational and healthy. Further, the forest can offer physical and mental challenges to those who venture into undeveloped forest areas. Finally, the forest provides many people their only opportunity to experience how many of our forefathers lived and worked in the outdoors.

The Demand for Forest Recreation Land

Resource-based recreation is dependent on natural resources which are owned or managed by government (federal, state and local) or the private sector. Historically, forests have been used for food, shelter and clothing. Our ancestors managed our forests primarily for timber, watershed areas, wildlife and forage. People hiked, hunted, camped and fished in forest areas, but more for survival than for leisurely activities. There was little time to use forest land for recreation purposes.

But in the last two decades the demand for more outdoor recreation opportunities has surged. The public has pressured the owners and operators of forest land to include recreation as a further use of their resource. What factors account for this sudden increase in demand? Some of the more important ones are:²

Urban Living Since the early 1960's, people have shown an increased desire to be more active outdoors. But the steady trend toward urban living reduces the opportunity for daily outdoor recreation. The demand placed on existing recreational areas is therefore increasing and some areas are already overcrowded.

Leisure Time Automation and industrialization have generally *increased* each individual's amount of leisure or spare time. **Mobility** Outdoor recreation usually necessitates the freedom to travel, or mobility. More cars and better public transportation give people higher mobility, which increases demand. However, the future uncertainty about the availability of gasoline and the rising prices will have a strong impact on people's mobility.

Income The increase in *per capita* income means people have more money to use in outdoor recreational pursuits.

Communication Mass media stimulates interest in and increases awareness of available outdoor resource-based recreational pursuits.

Supply of Resources On one hand, overcrowding in recreational areas can deflate people's interest. On the other hand, people have shown that they are willing to travel further to less congested areas to have a more rewarding time.

New Recreational Products Such products as trail bikes, snowmobiles and light weight camping equipment also may create new demands for outdoor recreation.

The Supply of Forest Recreation Land

Will we be able to meet this increasing demand for resource-based activities and the sites that must accompany them? The first step in answering this question is to raise another. What is good forest recreation land? There are at least seven requirements for good recreation areas:²

I. GENERAL REQUIREMENTS

A. Space: The acreage needed must be large enough to be used by a number of

people. The projected use plan must consider the overall limitation of space as well as the physical limitations of the individual site, or its *carrying capacity*. Many recreation areas are quite fragile and low in natural productivity. Such areas must restrict the number of people who can use them.

B. Suitable Climate: Certain weather conditions must prevail in the area to support specific forest recreational activities. For example, you would not expect forest land to be developed for cross-country skiing or snowmobiling in most areas of the South.

C. Accessibility: People should be able to reach the recreational land they wish to use. Sites with limited access prevent people from using the site. They need a good road or some other transportation system to arrive quickly and safely.

II. SPECIFIC REQUIREMENTS

A. Attraction and Setting: The site must possess features which complement the activity. For example, a site may possess fantastic features for hiking but may be located in a heavily eroded area, which would lessen the satisfaction of the hikers.

B. Water: Bodies of water such as lakes and rivers attract people; but to maintain health and safety standards, certain limitations must be made on its use. For instance, swimming cannot be allowed where boat traffic is heavy or where the water is polluted.

C. Public Acceptance: The success or failure of forest recreation development depends on how much the public enjoys it. Facilities for specific activities should be developed only in areas where the public will potentially support them.

D. Land Use: The alternative uses of forest lands must be considered. If recreation is to fit into an area's use pattern, the management plan must include it. Multiple use of our forests is possible, provided the uses do not conflict with one another.

Location and Ownership

Besides the physical limitations of outdoor recreation land and the level of use specific sites can support, two other factors greatly affect how much land can be used for recreation: (1) the location of the land, and (2) ownership patterns.

Reaching a balance between the supply of outdoor recreation land and the demand for its use is a problem. The majority of our population still lives in the eastern half of the United States, while much of our non-urban recreational land lies in the West and Alaska. Nevertheless, there are still great tracts of suitable recreation lands in all regions of the country.

Regarding land ownership, our forest resources total 754 million acres (roughly one third of our total land area). These lands fall into two distinct categories, commercial and non-commercial forest land. References here to the percentage of forest land ownership and its use for recreation will reflect only commercial forest lands. While non-commercial forest land is considered valuable for certain uses (watershed, wildlife habitat, forage, recreation, timber and aesthetics) other than timber production, statistical information on its use specifically for recreation is vague. Forest land ownership patterns are separated into three categories (1) public, (2) industrial private and (3) non-industrial-private. Land held in public ownership is administered by federal, state and local governments. The federal government is the largest forest recreation operator in the United States.² Some 10.1 million acres, or 22 percent of the total commercial forest acreage, is managed by various federal agencies, including the Forest Service, Park Service, Bureau of Land Management, Bureau of Sport Fisheries and Wildlife, the Corps of Engineers and others.

The Forest Service administers over 180 million acres of land on 154 National Forest areas. The Forest Service tries to protect, manage and develop national forest resources for timber, outdoor recreation, water, wildlife, and forage through a plan of multiple use and "sustained yield," meaning the amount of timber that the forest can continue producing over a period of time.¹ Millions of acres of national forest land have

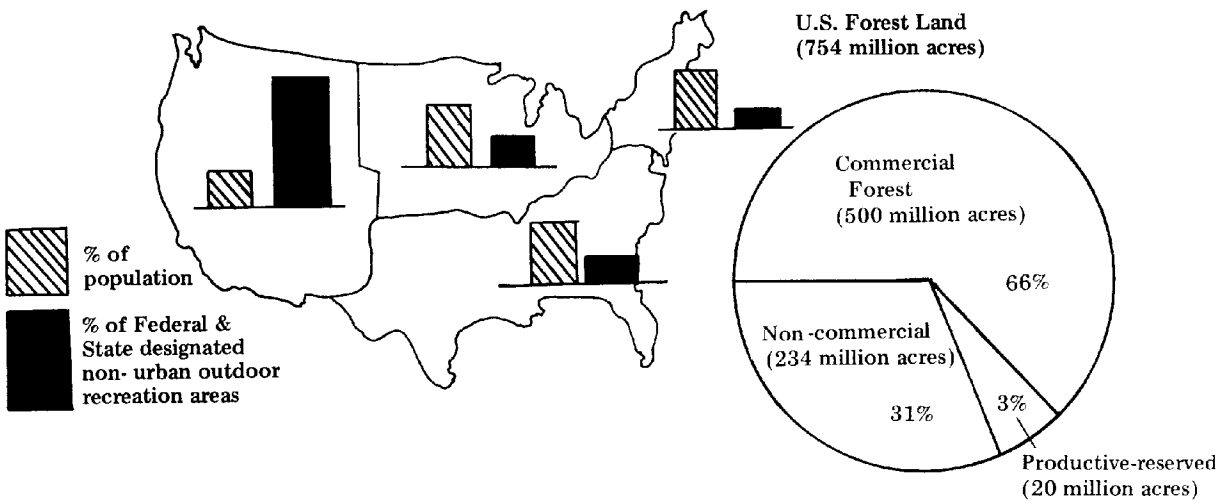
been set aside especially for recreational use. Of this amount less than 1% has been developed for camping and picnicking, and the remainder has been designated for roadless and wilderness activities.⁴ Additional acreage of unroaded National Forest land is being considered for inclusion in the Wilderness System.

The National Park Service administers approximately 29 million acres of land, of which roughly one-half is contained within our 35 national parks. The remainder is contained within various national monuments, historical sites and scenic recreational areas of special importance. While much of the Park Service lands are used for recreation, the prime objectives are education and inspiration.¹ Our National Park Service lands are acquired for their uniqueness and are managed as living museums for present and future generations to enjoy. Therefore, only certain types of recreation are permitted on these lands.

The Bureau of Land Management controls over 452 million acres of land, including grazing and desert land, mineral deposit land and land for homesteading. All B.L.M. lands are managed on a multiple use, sustained yield basis. (See "Forest Service" above.) A majority of this agency's land, while open to recreation, is not easy to reach.

The Bureau of Sport Fisheries and Wildlife administers roughly 28.5 million acres known as the National Wildlife Refuge System. The refuges are managed on a multiple-use basis, and approved recreational activities include observation and study of flora and fauna, general sightseeing, fishing, picnicking, limited camping, swimming, boating and controlled hunting.¹

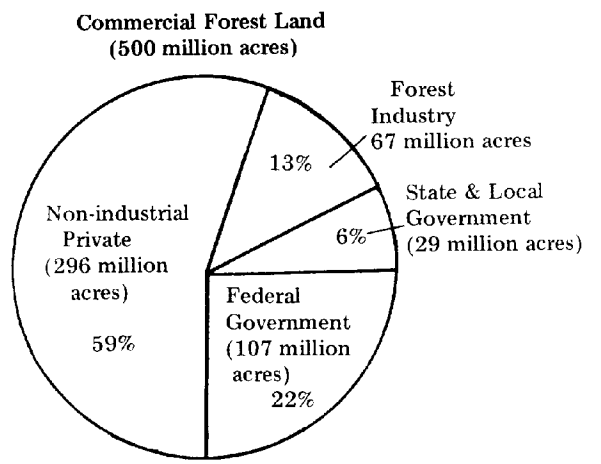
The Corps of Engineers manages over eight million acres of water and land for the purpose of improved navigation, flood control and hydroelectric power. Wherever suitable, their lands are open to public use for all forms of water-related activities. These include boating, swimming, waterskiing, fishing, hunting, picnicking and camping.¹



State and local governments manage 29 million acres of commercial forest land, or six percent of the total. State parks, forests and local forest preserve districts help to meet the recreational demand placed on our natural resources. Use of these areas, especially in large urban concentrations, is extremely high. They are visited more frequently than are the larger federal lands which generally are located further away.

Private industry owns 13 percent of our commercial forest land. Ninety-two percent of this land is open to some form of public forest recreation.² Industry has taken a leadership role in developing this land, which can profit companies both economically and in terms of public relations.

Fifty-nine percent of our commercial forest land is non-industrial private ownership. In comparison to the publicly



owned forest land, non-industrial private forest land has played only a minor role in meeting the demand for recreational sites. In order to meet our resource-based recreation needs in the future, private owners may have to be given incentives to develop some of these lands as well. In some situations, private owners cannot provide the developments needed.

Forest Recreation Decisions

Effective planning is the key to success in providing recreational opportunities. Planning involves setting goals and objectives and establishing standards and criteria to achieve them. Planning, which must be present through all levels of government and private enterprise, is the first step in making decisions about recreational lands. It may be either *short-range*, *long-range*, or both.

It is easy to say that the forest recreation planner must balance *demand* with *supply* to

provide a recreational experience which will satisfy the public now and assure an acceptable site quality for future generations. But there are many factors which complicate recreation planning. Among them are: socioeconomic characteristics of the users, demographic considerations (such as how many people live in what areas), ability to provide different types of recreation and physical site limitations. The planner must confront these and other factors in order to project the future supply of and demand for

forest recreational land. The surplus or deficit of forest recreational land and facilities is simply the future projected demand minus the current inventory (that is, the supply of existing land and facilities).³

SITE PLANNING

Upon learning the projected recreational land needs for a specific population, the planner must now suggest areas which will be suitable to meeting this need. The land must be able to support certain recreational activities, and its development must be convenient and satisfying to the user.² Outstanding recreational developments will get little use if people cannot reach them and if they have few of the facilities that people desire.

Whenever people begin using an area for recreation, the site is usually altered somehow. However, most sites and areas can tolerate a certain level of use before the resource base is harmed beyond repair. This level of use which an area can support or tolerate is known as its *carrying capacity*. The amount of money and other resources allocated for the management and maintenance of a site also help determine its *carrying capacity*. A site's tolerance refers not only to the expected changes in environmental factors (such as soil compaction, nutrient exchange and microclimates), but to the visual, mental and economic impact on the user as well.⁵ A ski slope that looks bare and eroded or that is littered with garbage will begin to lose popularity with the public.

The attractiveness of a site or area is dependent on such factors as where it is located, what facilities are available, what the

quality of the natural environment is like and how much it costs to acquire the land. In order that a site may continue to be used, the quality of the area must be kept from falling below a certain minimum standard. One responsibility of the recreation manager is to know what keeps people from using a location more than they do. He should understand how much of which uses detracts from the quality of the area, and then limit how often such uses occur.

COMMON PROBLEMS IN RECREATION MANAGEMENT

The benefits of good planning can be offset by poor management. Since recreation involves people, problems arise. Knowing that no two people are exactly the same, we must assume that attitudes and behavior of the users must also be quite different.

When many people use a recreational area, a number of problems arise:

1. **site deterioration** — erosion, soil compaction, loss of vegetation
2. **safety and health hazards** — broken bottles, tin cans, broken tree limbs, clogged toilets, not enough garbage facilities
3. **fire hazards** — careless smokers, illegal campfires, unattended campfires
4. **vandalism** — malicious destruction of property, facilities and vegetation

Many of these problems can be eliminated, or at least reduced, through proper planning when the site is first developed and through constant maintenance. People can be encouraged by the management staff to help maintain a useful, healthy recreation area. Proper educational efforts will help the public develop an appreciation of the beauty of nature and its vulnerability to abuse.

Things To Do

1. Make a list of at least 20 outdoor recreation activities. Analyze these activities and indicate which ones require a forest or otherwise natural environment for maximum enjoyment. Find pictures from magazines or recreation brochures and make an illustrated notebook on forest recreation.

What activities have you participated in before? Write a brief statement about an

activity you have already participated in, describing the outdoor or forest environment that made the site suitable for such recreation. Include what you enjoyed most and least about the activity. Limit the statement to less than one page. (NOTE: If you have not participated in a forest-based recreational activity, write about one that you would like to do.)

2. What are the most significant factors that create demand for outdoor recreation in your area? Explain why. Interview a local recreational administrator to support your answer.

3. Inventory your city, county and state to locate various outdoor recreational activity sites. Use a chart or form similar to the one below to complete the inventory. After completing the inventory, visit a site for each if possible. Prepare a written report on each site visited, including pictures.

Confer with the manager of each site about the problems. See what he or she thinks you could do that would reduce or help control the problem. With the manager's consent and assistance, prepare a plan of action that will change the behavior of the recreational site users, such as encouraging people to do less littering, to use only the designated roadways or trails, to build fires only in the places provided, or to respect facilities (tables, fireplaces, fountains, restrooms, trees and other natural vegetation).

Put your plan into action for a reasonable period of time and evaluate your results.

Prepare a written report that describes the area, presents your plan and tells how you carried out the plan and what results you obtained. You may want to team up with some other members of your club for this activity.

4. Study the history of outdoor recreation in your state. Become acquainted with present and proposed legislation, the state recreation

department and long range objectives for outdoor recreation in your state. What income does it generate? What is the cost of meeting the demand?

5. Interview and/or arrange a field visit with a practicing outdoor recreation professional. Discuss and observe planning, management and resource development activities. Question the professional on supervision, public relations, maintenance and operation activities, carrying capacity, cultural practices used to enhance recreation and so forth. Give a concise written account to the 4-H group or your leader on what you learned. Take pictures on a field visit and use them to supplement Your narrative.

6. Identify a local natural resource area. Imagine you are an outdoor recreation professional, and prepare a plan for developing the site or area. Include what factors must be considered before development can start. Show how your plan meets a public need for outdoor recreation in your area.

7. If you have access to the area for which you prepared a recreational development plan in No. 6, implement some or all of your plan. Keep accurate records on amount of labor, costs of materials, facilities provided and anticipated use.

8. Observe two to six outdoor recreational sites in your locality. Make particular note of user-caused problems, such as litter, defaced or damaged facilities, illegal fire spots, defaced trees and nonobservance of trail or road signs.

INVENTORY OF OUTDOOR RECREATION AREAS

Ownership or Management	Name of site or area	H ₂ O acreage	Land acreage	Available Facilities and Features	Major Highways or other access	Round Trip Mileage from home
1. Federal						
2. State						
3. County						
4. City						
5. Private						

9. Make a survey of a randomly selected sample of families in your community or locality to find out people's attitudes about outdoor recreation. Develop a questionnaire to help you find out such facts as:

Where do people in your area go for forest-based recreation?

How often do they go?

How long do they stay?

What kinds of outdoor recreation do they participate in?

Do they desire additional outdoor recreation opportunities closer to home? (If so, what kind?)

Try to obtain the help of an outdoor recreation specialist in planning your survey method and developing your questionnaire.

Summarize and interpret the results of your survey. If your sample is valid, you might have information that could be used in a news story, radio program, or on television. You probably should make this a joint activity with several other club members.

10. Participate in some outdoor recreation activity that you have never done before. Report to your club on:

- Why you chose the activity you did.
- What special training (if any) it required.
- After you became skilled enough in your new outdoor recreational activity to enjoy it, how many times did you do it? Where did you go to carry out this activity?
- How much has participation in this new activity cost you in training fees? In equipment? Other?
- How do you feel about it at present? Has it been worth the effort?

11. Cooperate with one or more of your fellow club members in preparing a code of ethics for forest recreationists. Make it broad enough to apply to every person who pursues any kind of recreational activity on any area of forest land. Present your finished code to the entire club. After the other club members have had an opportunity to study the code, move that the club adopt it as a guide for the members in all their outdoor forest recreation activities.

12. Plan and conduct an educational program on forest recreation in your community or county. Let the program encourage people to have greater appreciation for outdoor recreational opportunities and deeper respect for trees

and other forms of nature in recreational sites, as well as to care for the man-made conveniences. Inspire people to help clean up recreational areas. Use any and all educational methods that could help your purpose and that are feasible. After your educational effort has been completed, evaluate your success. Your county extension agent, a communication specialist and an outdoor recreation specialist are all people who can give you helpful advice on this activity.

Outdoor Recreation Activities

1. Walking for pleasure — Organize a walkathon through a forest area to benefit some charitable organization.

2. Swimming — Hold a "water olympics" in a forest recreation area, including water skiing.

3. Driving for pleasure — Map out a circular route to be taken by all, then have a "wildlife identification contest" to spot and identify species within that area.

4. Outdoor games and sports — Try traditional favorites like "Capture the Flag" and "Kick the Can", or learn about "Snake-in-the-Grass" and other inventive games from the New Games Foundation, P.O. Box 7901, San Francisco CA 94120.

5. Bicycling — Try an overnight bicycle tour, where you actually camp in the woods; or, conduct the wildlife identification contest as mentioned above.

6. Sightseeing — Do some research on how a tourist spot became popular, or how a natural wonder formed geologically; prepare an information sheet describing the history of the site and pass it out to visitors.

7 Picnicking — Prepare an outdoor dish suggested by the 4-H Food Conservation and Safety Program, and hold a Backwoods Potluck.

8. Fishing — Take an inventory of the various species of fish in your forest recreation area; with the help of a wildlife specialist, prepare a sheet on where to go to catch what kind of fish; or, have a fishing contest and hold a fish-fry afterwards.

9. Boating — Instead of using a power-driven boat, rent a sailboat, raft or canoes and have a group expedition promoting the energy conservation issue.

10. Nature walk — Combine this activity with a 4-H Wildlife Project activity and count the number of birds of prey that you see; or, build a nature trail.

11. Camping — Try camping in a wilderness area with only the bare necessities—no radios, prepared foods, and so on. (Be sure to check with local authorities about permits and equipment needed.)

12. Horseback riding — If there is a trail, take your horses up to the timber line and observe the noticeable change in vegetation at greater elevations.

13. Hiking — Find a rocky area and include some basic rock climbing in your hike, or try mountain climbing with some experienced people.

14. Bird Watching — Locate well-used migratory rest stops in your region and observe the spot in two or more seasons to note the change in species.

15. Outdoor Photography — Take pictures in various forest recreation locations to promote all of the above activities for your club.

References

1. Brockman, C. F., et. al. 1973. *Recreational Use of Wildlands*. 2nd edition. New York: McGraw-Hill Book Company.

2. Douglass, R. W. 1969. *Forest Recreation*. New York. Pergamon Press.

3. Jensen, C. R. 1970. *Outdoor Recreation in America*. 3rd Printing. Minneapolis: Burgess Publishing Company.

4. Jubenville, Alan. 1976. *Outdoor Recreation Planning*. Philadelphia. W. B. Saunders Company.

5. Wagar, J. A. 1964. "The Carrying Capacity of Wild Lands for Recreation." *Forest Science Monograph*, No. 7. Washington, D.C.: Society of American Foresters.

Leader's Section

UNIT OBJECTIVES

Some objectives that you should hope to accomplish with this unit are to encourage youth to:

1. Increase their awareness and appreciation of forest recreation.
2. Recognize the importance of forest recreation and its contribution to the local community.
3. Develop an understanding of the social and economic factors that cause increases in recreation demand.
4. Identify major suppliers of recreation opportunities from the public and private sector.
5. Understand major principles of recreation management and development.
6. Identify, classify and inventory potential recreational sites in the area.

A club member who is working on the Forest Recreation lesson should complete at least four of the 11 recommended "Things to Do" in his manual to complete the requirements of this lesson.

The following outline contains suggestions for meeting programs.

MEETING PLAN

A. Recreational opportunities are another product of a well-managed forest. This unit may be initiated with a group discussion of members' individual or family outdoor recreational interests or activities and the kinds of forest sites where families or individuals may participate in these activities.

1. Have club members individually list three or four outdoor recreational activities. Ask members to bring items of outdoor recreation equipment as a basis for discussion on forest activities. Have members relate where they participate in the activity.

2. Select one member to record the information on a chalkboard. or on a large piece of paper. Individual discussion should summarize the activity, listing necessary

equipment and location, and describing the forest environment, frequency of participation, and characteristics of other users.

B. Use the list of socio-economic demand factors on page 5 of the members' section to assign individual or two-member team reports. Reports may be presented in a local park or outdoor setting.

1. Have club members select at least one demand factor and identify the importance of this factor in their community.

2. Members may wish to role-play the selected demand factor. For example, someone may represent "population increase," another, "leisure time," and so forth.

3. Have members research and prepare an exhibit on the role and responsibility of the public sector in providing outdoor recreation opportunities. The exhibit may cover either federal and/or state and local agencies.

4. Identify local private businesses that are in the forest or outdoor recreation field. A good source of information may be the parks, recreation or travel and promotion divisions of state government or the local Chamber of Commerce.

C. Identify several forest or outdoor recreation management areas and schedule a field trip. (1) Club members should prepare questions prior to the visit on management topics such as objectives and goals, management controls, decision-making and organization. (2) A second field trip may focus on development factors such as objectives, general services, public relations, design, maintenance and operations; (3) members should prepare work sheets to record observations.

SUGGESTIONS FOR LEADERS

1. Weather permitting, conduct as many of the meetings as possible in outdoor settings.

2. Invite resource people to demonstrate new and unusual outdoor recreation activities.

3. When obtaining resource people, consider such diverse sources as outdoor recreation specialists, foresters, conservation clubs and environmental action groups.

4. Consider visiting one session of the state recreation and park society annual conference or the annual conference of another similar organization.

5. Visit the local library to identify all available publications on outdoor forest-based recreation.

6. Study lives of pioneers in the forest recreation field, people such as Aldo Leopold or William O. Porglor.

7. Study state and national legislation honoring recent influences in outdoor recreation.

EDUCATIONAL AIDS

A. Recreational Opportunities

1. Secure travel and promotional films, slides, publications, posters and other available materials from the Chamber of Commerce, state travel and promotion departments and industry in the outdoor recreation field.

2. Invite a local Chamber of Commerce representative or a local business representative to discuss the economic impact of outdoor recreation on the community.

3. Contact local clubs (e.g., hunting, sportsmen, backpacking, trailer camping) for resource people.

4. Compile a complete list of outdoor recreation activities.

B. Socio-Economic Demand Factors

1. Contact a local recreation professional or sociologist and discuss with him or her the socio-economic demand factors in outdoor recreation. Many university extension departments and state departments of parks and recreation have specialists in outdoor recreation or leisure education.

C. Forest or Outdoor Recreation Management Areas

1. Obtain brochures, maps and other promotional literature from local, state, regional and national agencies and/or industry.

2. Contact local professionals to discuss resource management and development. Write the professional and educational organizations contributing to outdoor recreation that are listed at the back of the manual.

EQUIPMENT NEEDS

Recreational Opportunities

- A. 1. Paper and pencils
- 2. Chalkboard
- 3. Slide and film projectors
- 4. Various items of outdoor recreation equipment (see list of outdoor recreation activities).

B. Socio-economic Demand Factors

- 1. Writing materials

C. Forest or Outdoor Recreation Management Areas

- 1. Worksheets
- 2. Accessible areas to visit

RESOURCES

Federal Resource Management Agencies

National Park Service
U .S. Forest Service
Corps of Engineers
Bureau of Reclamation
Bureau of Land Management
Tennessee Valley Authority
Bureau of Sport Fisheries and Wildlife
Bureau of Indian Affairs

Federal Agencies Providing Technical and / or Financial Aid

Heritage Conservation Recreation Service
Agricultural Stabilization and Conservation Service
Soil Conservation Service
SEA-Extension
Department of Commerce
Department of Defense
Department of Health, Education & Welfare
Department of Housing and Urban Development
Department of Transportation

Professional, Service and Educational Organizations

American Association for Health, Physical Education and Recreation
1201 - 16th Street, N.W.
Washington, D.C.

American Camping Association
Bradford Woods
Martinsville, Indiana 46151

American Forestry Association
919 - 17th Street, N.W.
Washington, D.C. 20006

American Forest Institute
1619 Massachusetts Avenue, N.W.
Washington, D.C. 20036

American Power Boat Association
20 West 17th Street
New York, New York 10011

Appalachian Mountain Club
5 Joy Street
Boston, Massachusetts 02108

Appalachian Trail Conference, Inc.
1718 N. Street, N.W.
Washington, D.C. 20036

Athletic Institute
51 Clifford Avenue
Pelham, New York 10803

Federation of Professional Organizations for Recreation
20 North Wacker Drive
Chicago, Illinois 60606

Izaak Walton League of America
1326 Waukegan Road
Glenview, Illinois 60025

National Audubon Society
1130 Fifth Avenue
New York, New York 10028

National Campers and Hikers Association
7172 Transit Road
Buffalo, New York 14221

National Golf Foundation
804 Merchandise Mart
Chicago, Illinois 60654

National Industrial Recreation Association
20 North Wacker Drive
Chicago, Illinois 60606

National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

National Rifle Association
1600 Rhode Island Avenue, N.W.
Washington, D.C. 20036

National Wildlife Federation
1412 - 16th Street, N.W.
Washington, D.C. 20036

Nature Conservancy
1522 K Street, N.W.
Washington, D.C. 20005

Outboard Boating Club of America
333 North Michigan Avenue
Chicago, Illinois 60601

Sierra Club
530 Bush Street
San Francisco, California 94108

Sports Fishing Institute
Suite 503
719 - 13th Street, N.W.
Washington, D.C. 20005

Sporting Arms and Ammunition
Manufacturer's Institute
420 Lexington Avenue
New York, New York 10017

Sports Foundation, Inc.
717 North Michigan Avenue
Chicago, Illinois 60611

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