

Editors' Note

Fostering a Culture of Sustainability through Outdoor Recreation and Education

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As societies throughout the world grapple with the realities of climate change and environmental crises become more commonplace in our everyday lives, the need to adopt a culture of sustainability is increasingly evident. Outdoor recreation and education are seemingly well positioned to play an important role in fostering a culture of sustainability. Although evidence has shown that interactions with the outdoors are important to achieving this aim, reliance on experience alone is not sufficient. For outdoor recreation and education to facilitate real and meaningful change, a more transformative approach is likely needed. That is, the field of outdoor recreation and education will need to adopt an approach that reflects the complexities of the socioecological systems within which it exists. Fundamentally, this involves developing strategies that reframe the human-nature relationship, acknowledge social inequities, promote collaborative partnerships, enhance existing resources, and that integrate effective pedagogy aimed at building people's relationship with nature. The articles presented in this special issue reflect some of these ideals as they each uniquely address ways in which sustainability can become a more central part of the outdoor recreation and education experience.

The special issue's first two papers examine the effectiveness of interpretation. The first is a research note authored by Angela Mallette and Ryan Plummer. Titled, "How do recreationists perceive the state of the environment and do interpretive programs make a difference?," the paper explores the effectiveness that a self-guided interpretive experience had on shaping visitors' perceptions of the environment. In the second paper, Clara-Jane Blye, Glen Hvenegaard, and Elizabeth Halpenny explore factors that potentially influence interpretation's effectiveness in driving pro-environmental behavior intentions. Within their work, "Are we creatures of logic or emotions? Investigating the role of attitudes, worldviews, emotions, and knowledge gain from environmental interpretation on behavioral intentions for park visitors," the authors highlight findings that have implications for improving interpretive experiences. Each of these papers suggest that future examinations around the efficacy of interpretation are important to understanding its role in promoting ideals related to sustainability.

The third paper, "A case study of millennials' attitudes toward U.S. national parks," explores the understandings that a specific generation hold for the national park system (NPS). Insights

derived from Troy Ruiz and David Havlick's examination applaud the work that the NPS has done since its inception to promote park visitation. However, the authors caution that while support for the NPS among millennials is seemingly strong, future efforts may need to be directed toward adopting strategies that increase millennials' awareness and knowledge of the NPS given the evolving demographics within the U.S. population. The authors share some of these potential strategies as part of their paper.

For the fourth paper, authors Marni Goldenberg, Keri Schwab, Terra Bilhorn, and June Murray investigate the implications that increased use of the Pacific Crest Trail (PCT) have had on the environment, land management, and the hiker-experience. In their work titled, "Sustainable land management on the Pacific Crest Trail: A qualitative investigation," the authors share findings from a series of interviews conducted with land managers and thru hikers of the PCT. Drawing on those results, the paper offers a set of recommendations aimed at improving sustainable practices that not only can enhance the trail experience of thru hikers but that may also better protect the natural resource for future generations.

The fifth paper in the special issue critically examines the Leave No Trace (LNT) program as a resource for minimizing environmental impacts while in the field. The work of Chris North, Hannah Berning, Te Hurinui Karaka-Clarke, and Derrick Taff titled, "Leave No Trace and sustainability education: Taking a dialectical approach," identifies a unique method of presenting LNT practices that involves students moving away from dualistic thinking (good and bad). In adopting a dialectical approach, the authors contend that students are more apt to recognize the complexities and tensions that can emerge within a given situation and use that conflict to fuel a synthesis of alternatives. In this synthesis of ideas, a dialectical approach to LNT could position students to foster and promote a more sustainable future in the outdoors.

In the sixth paper, "Sustaining civic recreation: Understanding what shapes climbers' contributions to local resource stewardship and advocacy," David Carter examines factors that drive the everyday recreational participant to engage in a form of civic environmentalism. Examined from the perspective of a local climbing organization, findings from the study revealed that recreationists' trust and connection with the organization are influential factors in determining the voluntary contributions of a recreationist. Civic recreation organizations such as the one examined within this study suggest that these types of organizations may play an important role in fostering a sense of environmental citizenship.

The seventh and eighth papers of the special issue explore the adoption of specific approaches aimed to foster sustainability practices. In their paper, "Going Green: Investigating environmental sustainability practices in camp organizations across the United States," Lincoln Larson and his co-authors examine the motivations and barriers among U.S. camps to integrate sustainability practices as part of their everyday camp operations. Given the number of youth and adults that are impacted by camp organizations each year, the camp industry could serve as a prime resource from which to positively influence future generations' thinking and actions around sustainability. Formal educational contexts provide a seemingly more obvious venue where positive impact can be had. In their paper, "The role of triple loop learning in fostering future conservation leaders: Assessing high-impact practices," Eddie Hill, Chris Zajchowski, Hans-Peter Plag, and Tatyana Loba present a case study that explores the impacts that a sustainability and conservation leadership program had on developing future conservationists through specific High-Impact Practices (HIPs).

The special issue concludes with Tommy Mackey's review of Steven Simpson's book, *Essays to My Daughter on Our Relationship with the Natural World*. Simpson's book offers readers an intimate look at personal experiences he has had interacting with the natural world. In reflecting on these interactions through a series of essays, Simpson seamlessly examines several ethical questions that often confront outdoor enthusiasts while recreating in nature. Although the book offers insight into the development of Simpson's environmental philosophy, it does not advocate

that readers adopt any specific philosophical view. Rather, Simpson encourages his readers to develop an environmental philosophy based on their own personal experiences in nature. This overarching message is particularly salient as the industry considers ways to meaningfully promote practices of sustainability.

The articles included as part of this special issue reaffirm the significant role that outdoor recreation and education can play in encouraging people to think and act more sustainably toward the natural environment. Fundamental to this endeavor is an examination of our relationship with nature. The work presented here creates an opportunity for that type of examination. We are eternally appreciative of all the efforts that the authors have invested into their scholarship. We are also grateful to all those who served as reviewers and provided important feedback that helped to enhance the work submitted for the special issue. The opportunity to have a very small part in bringing these efforts forward for others to read, discuss, and apply has been a privilege that we as editors have cherished. It is our hope that the collection of articles presented in this issue will help inspire and move the discussion forward so that we can all pursue our passions for outdoor recreation and education in a manner that ensures sustainability is an integral part of the experience.