

Environmental Education

Comment # Comment

- 0213-001 Educate users as to how their use impacts Forest resources and other users. Forest Service implement education plan through schools, user groups, politicians etc. Change priorities, education is cheaper than remote restrooms, that cost hundreds of thousands of dollars to build and maintain.
- 0213-005 Education a priority Promote good science over short term political gains
- 0216-002 I have a home & business on the Kenai River. Environmental Education & concerns have always been important to me.
- 0222-001 By the use of Education. Long term improvement Making the forest and the situation knowledgeable to everyone - young & old.
- 0222-005 Education would help & make the other points and issues clearer. Maybe finding answers.0
- 0226-004 Public participation & notification for both public meetings & IDT meetings.
- 0229-005 A. EDUCATION across issues as an element of the FS mission, plan, management, budget, operations.
- 0229-006 Education is critical to move human attitudes toward sustainability & establish sense of place. Focus on communication with South central citizens rather than enforcement. Aim toward "peer policing" as our Coastal Trail now. Awareness of the big picture of why the CNF is a resource, a jewel, of global significance. Promotion of "ownership" by south central area. Establishes base for user fees & state agency contributions that can be significant fund (ILLEGIBLE). Provide volunteer opportunities that could (ILLEGIBLE) education like Earthwatch expeditions. Could be private (ILLEGIBLE). Education for tourists re wildlife & habitat values, contributes to global sustainability, Education of tourism vendors OVF values & needs so their ongoing use is sustainable.
- 0229-007 Time & budget for staff training & production of information pieces of staffing of citizen partnerships & public feedback about what is going on. Development of educational centers or partnership for use of existing facilities.
- 0229-012 Transformation - My concern: build community, change the world - Education about ecosystems - human interface with the physical & biological environment and training in systems perspective - shifts in attitudes to bigger scale (global) and bigger timeframe (multiple generations) includes: science interpretive work forest mgmt policy on role of rangers & agency
- 0229-014 Research Writing/presentation Role of rangers & their training as communicators Underlying mission: to invite participation in the forest & its operations not to close it all up Budget - funding ideas & partnerships & interaction rather than (ILLEGIBLE) capital projects
- 0231-005 Can the F.S. develop an education program that relates economic health to ecosystem protection.
- 0277-004 Science; accumulative effects must be tracked so the educational processes can introduce or interpret data to visitors/public.

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- 0279-001 1. A. Establish areas or times where only one type of activity ((ILLEGIBLE)) can occur. 2. A. Eliminate conflicts between the 2 groups. 3. A. Through public meetings, work out agreement with groups. District staff, law enforcement & M & NM groups. 4. A. Attitudes of groups involved. Get them together to talk & learn from each other. 5. A. Wildlife. Soil erosion. Tourism.
- 0392-005 2. Q. Why is this improvement desirable? 2. A. Education and access. More education will help people understand how vulnerable our forest is to commercial logging, overexploiting resources 3. Q. How is this improvement feasible? For example, who might be responsible for implementation? How might your I know of no obstacles to this, except funding which will require public and private grass-roots push to EVOS, feds, state, city of Valdez
- 0392-006 Education is the best way to let people know how their public land are being managed
- 0404-026 The USFS should encourage public education and interpretation of fishery ecology as a means of providing for both public interest and fisheries protection.
- 0463-013 The Forest Service should more actively promote the Leave No Trace education program to provide the science and the ethics to help people mitigate their adverse impacts to the environment. Both cultural and scientific education programs provide people the knowledge and the passion to fight for the long term preservation of these fragile ecosystems.
- 0469-010 These indicators, such as water quality, number of visitors, wildlife sightings, should be one part of a broader public information effort designed to capture and focus public attention on the long tem environmental health of this area. My own belief is that only by creating a deeply interested, curious public can the more fragile qualities of the forest be preserved.
- 0810-008 C. Value of education: Everyone who goes out of doors can make better decisions. The Forest Service should more actively promote the Leave No Trace education program to provide the science and the ethics to help people mitigate their adverse impacts to the environment. Both cultural and scientific education programs provide people the knowledge and the passion to fight for the long term preservation of these fragile ecosystems.
- 0813-020 14. Work with tourism and other groups to develop a program of information and education covering a wide variety of forest uses - sensitivity of fishery and wildlife habitat, cultural and community lifestyles, ways to mitigate adverse human impacts, etc. Work with the recreation and tourism groups to develop guidelines for wildlife viewing and low-impact use of areas likely to be used by wildlife. Include education on the importance of leaving cultural, historic, and geological artifacts in place.
- 0838-010 Public ecosystem management education The silvicultural practices to promote and sustain a forest condition include a variety of tools including prescribed burning, natural processes, and various timber harvesting options. It is essential to realize that the bottom line is the maintenance of a long-term sustainable, healthy, and diverse forest condition. During the application of this decision-making process in Montana, it was found that using this approach rather than one aimed at a target commodity output actually achieve a combination of goals including better public support for harvest activities since the public is the body to decide the forest condition for which they want managed. The decision-making process will be aided by a decision-making body derived from the public that are trained by third party specialists in order to empower them to participate in constructive dialog on future forest conditions and processes to achieve those conditions. In addition to the efforts to develop effective natural resource management plans for Alaskan forest areas it is also necessary that we do a better job of educating the public about ecosystem management. Examples of alternatives that could be supported to assist this process include efforts by the State of Alaska Dept. of Nat. Resources under support 4 of the USFS to provide for Project Learning Tree in the public schools. Another recent example is the 4-H Forest Ecosystem Natural Resources Education Project developed by Julie Riley of the Alaska Cooperative Extension (ACE).

Comment # Comment

0860-031 Education for users on Forest

0860-034 Forest Service work to educate visitors to low impact ways of utilizing forest so more people can enjoy high quality experience FS work to educate people on watchable wildlife guidelines

0864-009 4. Code admin envir,. Educ

Congress is an obstacle and Public understanding of what it takes to manage. I think interpretation programs aimed at adults would be a very good step to gaining public support.