

INSTRUCTOR'S GUIDE and TEST BANK

**APPLICATIONS IN
Recreation & Leisure
for Today and in the Future**

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PREFACE

This instructor's guide and test bank have been developed to complement *APPLICATIONS IN RECREATION AND LEISURE: FOR TODAY AND THE FUTURE* by Kathleen Cordes. The guide provides chapter reviews, learning objectives, chapters outlines, activities and annotated readings.

The guide is divided into three sections: instructor's guide, test bank and figures. The guide provides the instructor with a comprehensive resource to be used in teaching the course.

INSTRUCTOR'S GUIDE

Chapter Overview

The overview is a convenient reference for the preparation of the material to be presented to the class. It provides a brief description of each major concept in the chapter.

Learning Objectives

Several learning objectives are provided for each chapter. The objectives can be distributed to the students and discussed with them.

Chapter Outline

A detailed outline is provided for each chapter.

Activities

Several activities are listed for each chapter, some of which are intended to involve the student in learning through applications. Other activities are provided for either guest speakers or assignments.

Resources

This section of the guide includes:

Annotated Readings

Listed at the end of each chapter are suggestions for further readings. The list can be used as a reading assignment or as a reference for a term paper.

Test Bank

An extensive Test Bank of 500 + items is provided. All the test items have been reviewed for accuracy and clarity. The questions consist of multiple choice, true-false, matching, definition, completion, and essay. Questions may be copied directly from the guide or selection may be made on a random basis. A valuable addition is the computerized test bank.

Transparency Masters

Figures placed at the end of the guide are replications of charts, tables, and figures from the text. These are relevant and useful for lecture presentations.

ACKNOWLEDGMENT

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—Kathleen A. Cordes

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1

THE NATURE OF LEISURE, RECREATION, AND PLAY

CHAPTER OVERVIEW

This chapter provides definitions of the three main terms used in this book. The term *play* is viewed in this book as the nucleus of both leisure and recreation. Play is a phenomenon that has intrigued the scholars of antiquity and the researchers of the modern era. Simple in appearance though complex in structure, play has been the subject of many interpretations. Biological, psychological, cultural, and contemporary interpretations of play are presented in this chapter.

Leisure and recreation are analyzed by scholars from many walks of life. The usual tripartite approach in viewing leisure is presented in which it is defined as residual time, a state of mind, or activities. While leisure as a concept has been discussed by scholars of the ancient world, the term recreation has been used more recently to describe many different settings in society. For example, terms such as *public*, *commercial*, *corporate*, and *therapeutic recreation* are used in the contemporary literature to describe four different settings in which organized free time activities take place.

There have been many attempts at finding a unifying theory that adequately explains the three interrelated phenomena: leisure, recreation, and play as discussed at the end of this chapter.

LEARNING OBJECTIVES

After studying this chapter the student should be able to do the following:

1. Analyze why one person's work is another person's play. This will help the student understand that deciding that a certain activity is more or less play and that to consider another very similar activity work is not an easy task.
2. Give both a nominal and an operational definition of play. This will help the student to think in terms of the characteristics and elements that provide an acceptable operational definition.
3. Understand previous attempts in defining play as well as the historical development in these attempts. This will help the student understand the role of culture in defining different phenomena.
4. Understand the scientific bases for the contemporary interpretations of play to provide an acceptable operational definition of play. Scientific tools such as unbiased observation, recording, and experimentation must be used in giving an acceptable operational definition.
5. Explain the approaches taken by Maslow and Ibn Khaldun, though separated by 500 years, in arriving at the same conclusion about the role of leisure in human life. This will teach the student the importance of astute observation. The work of a person who lived 5 centuries ago is highly appreciated today.
6. Understand the weakness in using residual time alone in defining leisure. Many people equate leisure with free time. A sick person or an incarcerated person may have free time. But are they at leisure? This brings about the importance of the state of mind and the role of activity in defining leisure.
7. Use Shibutani's approach in analyzing the human act to interpret different activities in which a person participates. The student may be able to use his or her own daily activities as means of understanding the differences between expressive and instrumental activities. The student should be able to distinguish when an activity is meaningful to the participant.
8. Understand the role of the state of the mind in determining that an activity is recreational.
9. Explain the many uses of the word recreation to describe many of the activities in human life.
10. Understand the difficulties in reaching a unifying theory to explain human play.

A World of Difference

This section describes how one person's play could be another person's work. The subjectivity of the person involved could be the reason for the difficulty in finding an agreed upon definition of play and similar phenomena.

Play: The Nucleus of Leisure and Recreation

Play, a phenomenon that baffled ancient thinkers and intrigued modern scholars, can be likened to intelligence. Although one can see, even feel intelligence in a person, it is hard to define. In this era of the scientific approach, a definition is acceptable only if it is operational (i.e., a definition that considers the salient characteristics of the phenomenon at hand). For instance, to define water as a transparent, odorless liquid (supposedly), is not sufficient in today's scientific world. We think of water as H₂O. Can play be defined along these strict lines? Probably not. The students should be made aware of these difficulties.

Since this book claims that play is at the core of recreation and leisure, the phenomena with which we are concerned, the same difficulties will arise in the attempts at defining them operationally. Nominal definitions of these terms will be acceptable for now. Interest in understanding these phenomena, which gained support in the antiquities in Greece and Rome, was renewed after the European Renaissance. Several interpretations were forwarded as follows:

Biological interpretations. Following the "scientific revolution" that swept European thinking after Newton and Darwin, it was inevitable that the biological interpretation of play dominated the thinking of many scholars. The weaknesses in these interpretations are as follows:

- What is the source of the "exuberant" energy of a bedridden child who engages in a form of mental play (von Schiller and Spencer)?
- If play indeed prepares the young for life, what is the relationship between the play of a child today and the type of careers in his or her future (Karl Groos)?
- If, indeed, play forms repeat the epoch of humankind, where do electronic games fall? (G. Stanley Hall)?
- The claim that there is a hormonal code or a play center in the brain needs more empirical work (Eisen).

Psychological interpretations. At the time when this new field, the study of human behavior, was being formed, science, with its tendency to impose the concept of a "prime mover," dominated the thinking of early psychologists. No wonder, then, human behavior was interpreted as being instinctual, which meant that there is an instinct called play. An instinct has to be "inherited" and universal to the species under consideration. Is play inherited? Is it universal to our species? Because of many exceptions to these rules, a few years later, the prime mover in human behavior, including play, was reduced to drive and, later, to motive. The weaknesses in these interpretations include the following:

- A monocausal interpretation of human behavior is bound to fail. There are simply too many variables that affect behavior to allow for such a narrow interpretation. Granted, the tendency to play may be biologically based, but playforms are shaped by other forces.
- Empirical evidence is lacking in support of a "prime mover interpretation." For instance, there is no scientific evidence that competitiveness and aggression, which are considered important characteristics of play, are inherent in human behavior. Studies of certain cultures show that these two variables are absent among its members (Heider, 1977).

Cultural interpretations. Although only Johann Huizinga's interpretation is cited in this work, cultural interpretations of play are forwarded by many other scholars. For example, Robinson (1970) dealt with the cultural interpretation of play. Nonetheless, these interpretations suffer from the following weaknesses:

- Cultural interpretations do not consider the role of biology in play behavior. Currently, some researchers advocate the presence of a play center in the human brain that is responsible for a hormonal code that affects play behavior (Eisen, 1991).
- Cultural interpretations do not consider the psychological factors that affect play of both young and old. Emphasis in these interpretations is on imitation, sensation, and perception which are not considered important variables in the cultural interpretation of play.

Contemporary interpretations. The work of two influential scholars of human development, Erikson and Piaget, are included under the contemporary interpretations of play. Although both scholars studied, in great depth, the behavior of the young of humankind, including play behavior, their emphasis on the importance of play in human development and in the socialization of the young underscores the need for play, and subsequently recreation and leisure, in human life.

Perhaps the one weakness in their work on play is that it explained only the play of the young of humankind. But it should be noted that their work was not intended to explain play, let alone the wider phenomena of leisure and recreation. Their work was intended to explain human growth and development, including the role of play in such growth and development.

The Leisure Experience

The term *leisure* has been in use in the general literature in English-speaking countries for some time. It has been recently introduced in the professional literature dealing with parks and recreation. Its introduction there was met with mixed feelings. Objections were raised revolving around the difficulty of giving it an adequate operational definition (Brightbill, 1961; and McLean et al., 1985). Nonetheless, leisure has been treated in three different ways:

Leisure as residual time. Leisure has been equated, mistakenly, with free time. While being free from civic, familial, personal, and social obligations is a necessary condition to be at leisure, it is not a sufficient condition. Many scholars advocate that one's state of mind is the needed ingredient to provide the leisurely condition.

Leisure as activities. Leisure activity or leisure pursuit are often used interchangeably. But does one have to engage in an activity to be at leisure? Moreover, an activity that may appear to be a leisure pursuit may not be one at all. A good example is the case of the professional athlete. Is he or she participating in a leisure activity when "playing" the game against an opponent? Or is a professional musician indeed "playing" his or her instrument? In fact the musician is striking on, fiddling with, or blowing in an instrument to make the sounds that please the audience who will pay for the concert. These are hardly leisure activities.

Leisure as a state of mind. Having free time or participating in a particular activity does not ensure that the participant is at leisure. This means that a particular state of mind is an essential element in deciding that the person is at leisure.

Shibutani's Paradigm. This paradigm is based on the work of George Herbert Mead and is useful in helping the student understand how to distinguish between activities as being playful or otherwise.

Recreation

This term is used to describe the organized activities in which a person participates voluntarily and for which there is little or no extrinsic value. The term has evolved over the last one hundred years to describe four different settings as follows:

Public recreation. The students could be introduced to the fact that public recreation was introduced in North America in the last century. Additional details are discussed in Chapter 10.

Commercial recreation. Commercial recreation is much older than public recreation as witnessed in the study of ancient and Middle Era societies (Chapter 2).

Corporate recreation. With the rise of the industrial-business complex, organized recreational activities by and for small and large corporations are expanding in today's society.

Therapeutic recreation. There is a brief discussion on this form of recreation in the public and commercial fields of leisure services. It has evolved into an allied profession during the second half of this century.

In Search of a Theory

To understand their world, human beings tried to explain the phenomena that either intrigued or affected them, using observation as the first method of arriving at sound conclusions concerning these phenomena. This approach took many centuries to develop. Initially, the explanations were "nonscientific" in that the phenomenon was attributed to some unseen, powerful force that was beyond human comprehension. Take rain as a phenomenon: early humans attributed it to the gods. They prayed to their god for the rain to start or to stop. The elementary scientific approach provided some explanation of rain. Eventually the aim of science went beyond mere explanation to prediction. With the success of the scientific approach, control of the phenomenon at hand became the ultimate aim. In the case of the rainy weather, local and national forecasters predict what will happen in the following few days. The forecasters tell us what to expect when travelling to any corner of our shrinking world.

The robust scientific theories that were developed over the years made us more secure in our environment. For instance, three centuries after Newton observed the falling apple, human beings defy gravity and fly thousands of miles for business and pleasure. To control gravity, a robust, airtight theory had to be developed.

Today, recreation, leisure, and play are observed and recorded. Will there be a sophisticated/airtight theory that could predict playforms/recreational activities, or leisure pursuits of different persons, groups, or members of different cultures? Even if such a theory were forwarded, is it really in the best interest of human beings to use it to predict who will play what sport, participate in what activity, or pursue what hobby?

The application of science often involves control. In the case of the rain phenomenon, it is so thoroughly explained that another step has been taken. Not only can rain be predicted, scientists believe it can be created. Recently, attempts have been made to create artificial rain during a drought.

Is it in human interest to move from explaining play, recreation, and leisure to predicting and ultimately controlling them? Controlling play will put an end to its most important, salient, and human characteristic: freedom of choice.

ACTIVITIES

- Visit the closest zoo to you. Observe the behavior of young animals and compare their play behavior. Do young primates play more often than nonprimates?
- Observe a toddler to describe the type of play activities in which he or she engages. Does it differ from the play of young children, older children, young adults, adults, and seniors? How?
- Visit a nearby playground. Describe the equipment available for the young people for whom it is erected. Keep this list for evaluation later after reading Chapter 4.
- Invite a professor of child development to discuss with the class the role of play in the life of young people.
- Ask the students to examine their state of mind as they participate in different activities. The feeling of freedom from obligation is important in understanding the concept of leisure.
- Use Shibutani's concept of the human act by keeping a diary on a particular activity and see how his four phases, of disequilibrium, perception, manipulation and consummation, apply to it.
- Survey a 2-mile radius of a neighborhood to determine the existence of public and commercial recreation facilities.
- Invite a professor of sociology to discuss theory construction. Discuss how this sociological approach applies to the construction of a theory on leisure.

RESOURCES

Annotated Readings

- 1) Brightbill, C. K. (1961). *The challenge of leisure*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
One of the earliest books written for recreation professionals that deals with the term *leisure*.
- 2) Csikzentmihalyi, M. (1990). *The psychology of optimal experience*. New York: Harper and Row.
This book discusses the nature of flow in human experience that has some bearing on recreational experiences.
- 3) De Grazia, S. (1962). *Of time, work, and leisure*. New York: The Twentieth Century Fund.
One of the classic books that deals with leisure and its relationship to society with emphasis on the Aristotelian view.
- 4) Driver, B. L., Brown P. J., & Peterson, G. L. (1991). *Benefits of leisure*. State College, PA: Venture Publishing, Inc.
This book presents the economical, psychological, and social benefits of leisure.
- 5) Eisen, G. (1991). A theory of play. In G. Gerson et al. (Eds.), *Understanding leisure: An interdisciplinary approach*. Dubuque, IA: Kendall.
This is a theory on the role of hormones in deciding the type and level of play among humans.
- 6) Ellis, M. J. (1973). *Why people play*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
This book, currently available from Sagamore Publishing, discusses and analyzes the biological, psychological, and other recent interpretations of play.
- 7) Heider, K. (1977). From Javane to Dani: The translation of a game. In P. Stevens (Ed.), *Studies in anthropology of play*. West Point, NY: Leisure Press.
This chapter describes the lack of organized play among the Danis. It sets the stage for the possibility that playforms, after all, are not necessarily universal, although the tendency to play is.
- 8) Huizinga, J. (1950). *Homo ludens: A study of the play element in culture*. Boston: Beacon Press.
This book was written by a historian who tried to show that play preceded culture, affected it, and produced many cultural traits and products in both the antiquity and the middle era.
- 9) Levy, J. (1978). *Play behavior: A person-environment interaction model*. New York: John Wiley & Sons.
As indicated in the title, this book attempts to show that play behavior is the result of an affect-effect relationship between the person and the environment.
- 10) McLean, J., Peterson, J., & Martin, D. (1985). *Recreation and leisure: The changing scene*. New York: Macmillan Publishing Co.

These authors believe that the term *leisure* is too abstract to be used to describe many of the activities found in the four settings of recreational services: public, commercial, corporate, and therapeutic.

- 11) Neulinger, J. (1978). *The psychology of leisure*. Springfield, IL: Charles Thomas.
One of the earliest books to be written on the psychology of leisure that attempts to point out the importance of conducting research in this field.
- 12) Pieper, J. (1963). *Leisure: The basis of culture*. New York: Pantheon Books.
This small book attempts to show the relationship between culture and leisure and their roles in developing the philosophical process.
- 13) Roberts, K. (2006). *Leisure in contemporary society*. Cambridge, MA: CABI Publishing.
This book explores leisure as a major force in the life of individuals in Western societies.
- 14) Robinson, J. (1970). Daily participation in sport across twelve countries. In G. Luschen (Ed.), *The cross cultural analysis of sport*. Champaign, IL: Stipes Publishing Co.
This chapter describes the role played by culture in determining playforms.

2

THE EVOLUTION OF LEISURE, RECREATION, AND PLAY

CHAPTER OVERVIEW

This chapter explores the evolutionary process of the activities that today are called play, recreation, or leisure.

The concept of evolution that was first applied to biological and natural phenomena is being applied to many social and cultural activities, among which are the activities this book discusses. In simple terms, the evolutionary process points to the changes that occur over several years, usually from a lower and simpler form to a more complex and “advanced” form.

When the concept of evolution is applied to human societies, the simple form of family gatherings led to the formation of tribes and chiefdoms and eventually gave way to a simple form of social structure, which is called a primitive society in this textbook. Observers and informants pointed out that ritual and play are important ingredients in the social structure of these societies.

While many societies remained at this simple level, others underwent evolutionary changes as witnessed in the old world societies of Mesopotamia, Egypt, Israel, Greece, and Rome. Mesopotamia gave the first known park, Egypt the first known puppet show, and Israel the idea of the Sabbath.

The Greeks, namely the Athenians, paid attention to the importance of play, recreation, and leisure in human life. The idea of leisure, known to them as *schole*, emphasized the art of graceful living. On the other hand, the Romans, toward the end of their dominance over the ancient world, seem to have abused the free time they enjoyed. Many forms of constructive leisure emerged with greater emphasis on the third level of leisure, the amusing over the contemplative and the recreative.

As universal phenomena, play, recreation, and leisure were witnessed in other parts of the world. The wealthy Chinese, for example, built estates with many buildings, each of which was designed for a specific form of leisure activity. The Japanese turned one of their traditions in self-defense, jujitsu, into the international sport of judo. The faithful Hindu devoted considerable time to contemplation, a form of leisure that is lost to modern human beings. The Muslims were told by the Prophet Muhammed to “recreate your heart hour after hour, for the tired hearts go blind.”

In the meantime, Europe, because of its renewed contacts with the East, was going through a rebirth. The Renaissance, which began in Italy, led to the rise of the middle class, which demanded free time. The guilds of the merchants and craftsmen also became their recreational centers. Wealthy Italians were the first group to open their large estates to the common man. Although the English aristocracy followed suit, their French counterparts resisted such encroachment. Eventually, after the French Revolution, the great estate of the royal family, Versailles, was opened to the public.

Recent Western history shows that the four societies of Great Britain, France, Germany, and the nascent United States, experienced play, recreation, and leisure differently and each added to the wealth of human experience in this phenomena. The British should be credited for most of modern organized sport and the concept of a second home. The contributions of the French include the concept of the manicured public garden as exemplified by the world-renowned Versailles. German nationalism created the link between physical activity and political ambition through the Turnen movement as well the unique festivals such as Oktoberfest. The American experience in play, recreation, and leisure led to the appearance of the bee-the gathering of relatives, friends, and neighbors to complete certain tasks interspersed with pleasurable activities. Americans’ passion for participant sport led to the formation of many associations dedicated to the promotion of health and fitness.

LEARNING OBJECTIVES:

After studying this chapter, the student should be able to do the following:

1. Understand the nature of the evolutionary process and its application to social life and cultural products. The student should be able to apply two evolutionary principles: a) from simple to complex and b) the branching out of certain aspect of play, recreational activities, and leisure pursuits other than the one given in the text.

2. List the factors that led to the evolutionary changes that took place in the social structure of certain human societies leading to changes in the nomenclature from human band, tribe, chiefdom, to primitive, intermediate modern societies.
3. List the accompanying changes that took place in playforms, recreational activities, and leisure pursuits along side the changes in social structure.
4. Understand the affect-effect relationship between the the cultural and the social systems in a given society on the evolutionary scale and playforms, recreational activities, and leisure pursuits.
5. Trace the origin of some playforms, recreational activities, and leisure pursuits from their inception in the early human societies to their current existence in some modern systems.
6. Enumerate the contributions by many early societies to the current playforms, recreational activities, and leisure pursuits.
7. Pay attention to the contributions of the Greeks, particularly the Athenians, to the contemporary playforms, recreational activities, and leisure pursuits.
8. Appreciate the contributions of non-western civilizations such as China, India, Japan, and Islam to current playforms, recreational activities, and leisure pursuits.
9. Discover the link between the current practices in play, recreation, and leisure and the practices in Europe during the Renaissance. The rebirth began in the 10th century of the Common Era but was not really felt until many centuries later.
10. Appreciate the changes that led to the rise of what are called modern societies and the impact of these changes on play, recreation, and leisure.
11. Appreciate the early contributions of the British, French, and Germans to many of the current practices in play, recreation, and leisure: organized sport, manicured public gardens, physical fitness.
12. Appreciate the contribution of the early settlers during colonial times and the early history of the United States to play, recreation, and leisure.

CHAPTER OUTLINE

A World of Difference

This section compares hunting, as undertaken by two young men. One of them believes that hunting is a legitimate recreational activity and a leisure pursuit. The other looks at it as an unnecessary destruction of wildlife. This introduction will prepare the student to think in terms of the changing attitudes that accompany evolutionary changes.

The Nature of Evolution

Evolution describes the changes that take place in natural and biological life and can also be applied to cultural systems and social structures. Two principles may be kept in mind when thinking about the evolutionary process. First, the structures affected usually become more complex. Witness how the simple game of American football, which was practiced by a mere 14 players in the late 1800s include many specialized players today. Second, the possibility of branching out of a new structure exists. For example, rugby, American football, and Australian football branched out from soccer.

Early Human Societies

The term *early human societies* is used to describe some of the very simple societies that existed, and still exist, in the world. The term *dyad* is used to describe the basic unit of social life—a relationship between two persons, usually male and female. This relationship may have led to the formation of families, both nuclear and extended. A group of families could have become a human band of two to three dozen people. (The Australian aborigines are a good example of this.) Eventually other forms of social life appear:

Tribes. The amalgamation of several humanbands

Chiefdom. A dominant family in the above structure becomes the ruling power over the tribe.

Primitive states/societies. With population increase, a leisure class emerges that sets itself apart from the common people and demands special treatment.

- Play and ritual play are very important roles in human bands, tribes, and chiefdoms.
- Primitive states/societies witness the rise of amusive leisure (entertainment). The wealthy do not participate in the rituals of the common persons and bring some of the talented performers in these rituals to entertain in their secluded residences.

The Old World Societies

The old world societies came into existence over 10,000 years ago. Water, an important source of life, allowed some of the early societies to flourish wherever it was abundant. The early settlement in the Middle East may have begun with Jericho. Civilizations developed in the land between the Tigris and the Euphrates Rivers and in the fertile Nile Valley. Along with Israel, these two societies contributed to play, recreation, and leisure as follows:

Mesopotamia. From the civilizations that flourished in the land between the two rivers, the human race learned about the wheel, the 360-degree circle, the 60-minute hour, the need for a code of law, and, in light of this work, the first known man-made park: the Hanging Gardens of Babylon.

Egypt. The social structure of ancient Egypt allowed the rich to enjoy a rudimentary form of sport, attend banquets, and enjoy festivals and processions. One of the ancient rituals of that land, the reenactment of the myth of Osiris, evolved from a live presentation to a puppet show.

Israel. A code of ethics evolved over the years in the Israeli society that gave a number of “civil” rights to its citizens. The sixth right, ...worship, included the idea of a Sabbath, a day of worship and rest. Although the early Christians continued to view the Sabbath as a day of worship and many activities were prohibited, particularly during the dominance of the Puritans in England and Colonial America, such an attitude has changed drastically.

Greece. Considered by many to be the mother of Western civilization, the Hellenic civilization, as it should be called, evolved over the years from the interaction and friction that took place among its polises, the most significant of which were Athens and Sparta. While Sparta was an autocratic state where every citizen acted according to the wishes of the ruling class, a rudimentary form of democracy emerged in Athens. Although only adult men were allowed to vote in town meetings, this elementary form of democracy helped in the creation of a lifestyle that included the idea of *scholē*-schooling in the art of graceful living. Although such schooling was limited to the offspring of the affluent, it planted the seed of appreciation of leisure in human life.

- **The Ancient Olympic Games.** The main idea behind the Hellenic games (and there were at least four of them) was to put an end to feuding among the warring polises. A huge festival was organized at the foothills of Mount Olympus that included athletic competition along with trading and politicking. The games lasted over a thousand years.

Rome. When the Romans inherited the ancient world of the Mediterranean basin, they also acquired the celebrations of the many gods of Assyria, Egypt, Greece, and others. The number of days of celebrations of these gods, along with the Roman gods, reached 180 days by the fourth century of the Common Era. Romans enjoyed so many days off as there were days of celebrations. The policy of bread and circuses, adopted by the rulers to placate the masses, was augmented by a great number of thermas, the public baths, around which arose, probably, the first red light district.

The New World Societies

Although the new world was discovered over 500 years ago, understanding the societies that existed here before the advent of the white people and appreciating their contribution to mankind is still going on today. Two native American groups contributed to our understanding of play, recreation, and leisure as follows:

The Mayans. Each of their 18 months (20 days each) featured a festival. To conclude the year, 5 unlucky days were added to the calendar. Perhaps the greatest link one can find is in their game, pok-a-pok.

The Aztecs. Their game, which was very similar to pok-a-pok of the Mayans, ended with the decapitation of the captain of the losing team..! How could this be a game or play? Perhaps the dominance of ritual over play in this activity is the answer.

Other examples. These could be given from other native American societies such as Bagataway which became the national sport of Canada—lacrosse (see Ibrahim, 1991).

Middle Era Societies

Known in Western history as the Middle Ages, this era includes many of the non-western civilizations, (e.g.Chinese, Indian, Islamic, and Japanese). Each of these societies contributed to playforms, recreational activities, and leisure pursuits on a universal scale.

China. This society introduced parades, fireworks, and the pleasure garden.

India. Social stratification created a caste system in which the ascetic engaged in mystical contemplation, including yoga, and the rich enjoyed an unprecedented leisure lifestyle.

Islamic Society. Whether under the Arab caliphs or the Ottoman sultans, this Middle Era society heeded the prophet Muhammed’s saying, “Recreate your heart hour after hour, for the tired hearts go blind.”

Japan. Known for their love of flower arrangement, the Japanese of the Middle-Era developed a method of self-defense, jujitsu, that eventually became the international sport of judo.

Europe. The Holy Roman Empire, which adopted Christianity in the fourth century of the Common Era, ceased to be holy, Roman, or an empire a mere century later. External pressures from the “barbarians” around it, coupled with internal corruption, led to its demise. The rise of the feudal system led Europe into its dark age, in which celebrations on saints days were the only means of venting the feelings of an oppressed, poor population.

The European Renaissance. The Crusades and other contacts with non-European societies led to an increase in travel and trade from which Italy, particularly the city of Venice, was the first to benefit. The newly established middle class of merchants and craftsmen demanded a better lifestyle. The guilds became centers of social and recreational activities.

Modern Societies

Perhaps it was the Magna Carta that paved the way for the emergence of the “modern” lifestyle. The citizens of the new nations of Western Europe were the first to benefit from the new lifestyle. They began to experience new playforms, recreational activities, and leisure pursuits. Along with those who settled in the nascent United States, their experiences were as follows:

The British experience. This society gave us many forms of organized sport, such as soccer and badminton, the idea of a natural park, and the concept of a second home.

The French experience. At the end of World War I, the French people began to enjoy a 40-hour workweek. By that time, and as a result of the French Revolution, the common person was allowed to enter the huge estates that were previously limited to the aristocracy. The French gave the world the concept of the manicured park in which ornamental trees, artificial lakes, and water falls add to the enjoyment of the visitor.

The German experience. The national spirit that permeated a uniquely German playform led to the sport of gymnastics. However, this extreme nationalism proved to be disastrous in the Olympics of the 1936. The joyful German festival, Oktoberfest, has become a world event.

The American experience. America had to be built before it could be settled, and this process took immense energy and dedication from the early settlers. Nonetheless, they vented their feeling in a setting that was purely a North American event, the bee. But it was sport that gained the day. By the mid-19th century, many American men were playing football on college campuses, basketball at the YMCAs, and baseball on city sandlots. In the meantime, growing number of American women were engaging in tennis, badminton, cycling, and archery.

ACTIVITIES

- Invite a professor of biology to discuss the theory of evolution as it applies to natural and biological phenomena.
- Show media that deals with an early human society. Ask the students to determine the level of its societal sophistication. Describe types of playforms, recreational activities, and leisure.
- Divide the class into groups of 4-5 students each. Have each group report to the rest of the class on the lifestyle of one of the societies investigated by Wood (1871).
- Invite a professor of sociology/anthropology who is interested in applying the theory of evolution to cultural and social life. How does this approach apply to playforms, recreational activities, and leisure pursuits?
- Show media from the Time-Life series on lost civilizations. Discuss the possible role of play, recreation, and leisure in that civilization.
- Visit a museum of natural history. Ask the students to try to figure out the lifestyle of the people who lived before the advent of agricultural revolution. What types of playforms were practiced then?
- Discuss the work of Veblen (1899) on the rise of the leisure class in certain ancient and medieval cultures. He tried to apply his theory to the rise of the wealthy in the nascent United States.
- Invite a Muslim, a Hindu, or a Confucian to discuss his or her views on play, recreation and leisure. Does this view differ from the views of members of the class?
- Show media depicting life in America from the colonial period until the postbellum period. Did lifestyle change over these years? What were the factors that led to such a change, if any at all?

RESOURCES

Annotated Readings

- 1) Basham, A. L. (1983). *The wonder that was India*. New York: Hawthorn.
This book describes how life in ancient and medieval India continued under the same cultural and social systems, the impact of which is still felt today.
- 2) Blanchard, K., & Cheska, A. (1985). *Anthropology of sport: An introduction*. South Hadley, Ma: Bergin and Garvey.
This book describes many of the activities that occurred among many of the extant and extinct human societies.
- 3) Burkert, W. (1983). *Homo necans: The anthropology of ancient Greek sacrificial ritual and myth*. Berkeley, CA: University of California Press.
This book describes the lifestyle of the ancient Greeks and how it was affected by the many gods they worshipped and for whom they developed many of their rituals, traces of which are found in today's Western civilization.
- 4) Daniels, B. (2005). *Puritans at play: leisure and recreation in colonial New England*. New York, Palgrave Macmillian.
Leisure and recreation in colonial and revolutionary New England is examined.
- 5) Dulles, F. R. (1965). *A history of recreation*. New York: Appleton-Century-Crofts.
Published originally as *America Learns to Play*, this book details the playforms, recreational activities, and leisure pursuits of the white people who settled in the United States since the discovery of the new world.
- 6) Gernet, J. (1962). *Daily life in China*. Stanford, CA: Stanford University Press.
Life in China, at the time of the writing of Gernet's book, had not changed for the common person for centuries. The tradition and customs that controlled the life of the Chinese people were changing in light of the communist takeover.
- 7) Golbey J. M. & Purdue. A. W. (1984). *The civilization of the crowd: Popular culture in England, 1850-1900*. New York: Schocken Books.
This book describes the changes that took place in popular culture, sport, and entertainment during England's Victorian Era.
- 8) Goodale, T., & Godbey, G. (1988). *The evolution of leisure*. State College, PA: Venture Publishing, Inc.
This book traces leisure and its role in society.
- 8) Hintereder, P. (1988). Leisure: Boon or bane? *Scala*. November/December.
This article describes the changes that took place in the lifestyle of the German people over the past few decades and describes the evolution of some of their rituals.
- 9) Hitti, P. (1970). *The history of the Arabs*. New York: Macmillan.
In its 10th edition, this book describes the historical and political life of the people who brought Islam to the world. The book includes sections that describe their lifestyle over many years.
- 10) Ibrahim, H. (1991). *Leisure and Society*. Dubuque, IA: Wm. C. Brown.
This book covers the evolution of leisure pursuits from many centuries B.C.E. to the contemporary scenes.
- 11) Romer, J. (1984). *Ancient lives: Daily life in Egypt of the Pharaohs*. New York: Holt, Rinehart & Winston.
Written by one of the most distinguished Egyptologists, this book describes in colorful detail the lifestyle in ancient Egypt and the role of ritual in the lives of the common people at that time.
- 12) Veblen, T. (1899) {1953}. *The theory of the leisure class*. New York: New American Library.
This book describes the rise of the leisure class in the feudal societies and the possible replication of this tendency among wealthy Americans of the 19th century.
- 13) Wood, J. (1871). *The uncivilized races of man*. Hartford, CT: J.B. Burr.
The habits of the bands, tribes and chiefdoms visited by the author over 150 years ago are described and embellished with his own sketches of many of their play activities.

3

LEISURE, RECREATION, AND THE INDIVIDUAL

CHAPTER OVERVIEW

This chapter gives an overview of the relationship between playforms, recreational activities, and leisure pursuits and the individual participant. For instance, what are the physical gains of participating in these experiences? The same could be asked about the emotional, psychological, and social gains. The emotional is differentiated from the psychological in that the latter is more subject to empirical validation and can be more easily measured than the former.

While the social aspects of leisure and recreation cover several variables such as socialization and social benefits, the chapter also discusses the demographical factors of age, gender, occupation, residence, and lifestyle. The chapter discusses the importance of playforms, recreational activities, and leisure pursuits of special populations—those who have specific needs such as the physically and mentally challenged, socially deviant, and the elderly.

LEARNING OBJECTIVES

After studying this chapter, the student should be able to do the following:

1. Develop an understanding that each individual has special needs, including special needs for playforms, recreational activities, and leisure pursuits.
2. Appreciate the value of physical recreation in today's lifestyle and the value of being fit whether the participant is an athlete or a nonathlete.
3. Understand the mechanism of developing physical fitness.
4. Recognize the wide range of activities in which the persons from all walks of life participate in their search for wellness and fitness.
5. Become familiar with the many methods that have been developed by researchers and scholars to assess the emotional and psychological aspects of recreational activities.
6. Become cognizant of the roles that satisfaction, attitude, and values play in partaking of leisure pursuits.
7. Appreciate the role played by density in the appreciation of nature.
8. Realize that there are general benefits as well as specific benefits to playforms, recreational activities, and leisure pursuits.
9. Appreciate the affect-effect relationship between socialization on the one hand, and playforms, recreational activities, and leisure pursuits on the other.
10. Understand how the demographical factors such as age, gender, occupation, residence, and lifestyle are included in the leisure experience.
11. Relate to the needs of special populations particularly when it comes to playforms, recreational activities, and leisure pursuit.
12. Relate to a particular special population, the elderly, who are increasing in number in the post industrial society, and be cognizant of their recreational needs.

CHAPTER OUTLINE

A World of Difference

This chapter begins by showing how the five members of one family participate in varied recreational activities, yet each gains from such participation because these activities cover a wide spectrum from intensely physical to sedentary. The benefit accrued depends on the specific aspect of the particular leisure pursuit.

The Physical Aspects

The human body, described sometimes as the incredible machine, benefits greatly from participating in vigorous activities. Even when equipped with robust hereditary factors and living in a healthy environment, appropriate physical activity is essential to human growth and development. This is recommended not only for the growing human being, but also a grown one.

Physical fitness. This is an important benefit of an active lifestyle. However, an acceptable operational definition of physical fitness that covers every person is rather impossible because the optimum levels of fitness vary according to age, gender, physical ability, and general health. Also, the needs of an athlete differ from the needs of a nonathlete. For instance, a physically fit athlete should be agile, coordinated, strong, and fast. A nonathlete should have a good body composition, reasonable endurance, and adequate cardiovascular fitness. Nonetheless, both athletes and nonathletes should follow the same principles of exercise: overload, progression, and specificity.

The American scene. Americans have shown interest in being physically fit since the early 1970s. Today the physical fitness scene in the United States is a mosaic ranging from a demanding triathlon to a simple walk (see Figure 3.1).

The Emotional Aspects

The emotional aspects of the participating in a leisure pursuit are receiving more attention from scholars. For instance, **satisfaction** with one pursuit, although highly subjective, can be measured. Studies reveal that the outdoor, active, and group-oriented pursuits are preferred by Americans.

Another element in the emotional aspects of leisure is one's **attitude** toward it. One's attitude determines, to a great extent, the tendency to feel either positively or negatively toward the subject or the object. For instance, one's attitude toward smoking will make one prefer certain settings. One may develop a positive or a negative attitude toward leisure in general. Perhaps the historically negative attitude of the Puritans toward leisure is a good example. One may also develop a positive or a negative attitude toward a specific leisure pursuit. Some people simply have a negative attitude toward mixed dancing. This, of course, could be a function of one's socialization or a feeling that is developed as a result of a bad experience. This leads us to the third element in the emotional aspects of leisure: values.

Values determine, to a great extent, one's attitude toward leisure in general, and a specific leisure pursuit. Values are looked upon in this book in two ways.

Instrumental values. These values mean that something is valued for its outcome. When health is valued, healthy attitudes and practices follow, which leads to a comfortable and smooth life.

Terminal values. These values, although meaningful in themselves, have a far-reaching purpose, such as peace and harmony.

The Psychological Aspects

These aspects of leisure experiences are easier to measure than the emotional ones. Four elements of these aspects are discussed in this book.

Self-actualization. Maslow's concept that a human being is "a plant" whose seed should be planted in good soil and allowed to grow at its own pace. The ultimate aim is to be actualized, being more of what "you" are. If work and school cannot provide you with this opportunity, a leisure pursuit might.

Flow experience. Csikszentmihalyi's concept of flow is useful in analyzing human experiences. If a game is too difficult for a person, anxiety sets in. If a game is too easy, boredom sets in. He suggested that during optimum experiences that there is flow, a euphoric feeling that should be the *sine qua non* of a leisure pursuit.

Learning. Although studies show that participation in playforms, recreational activities, and leisure pursuits leads to learning, one can surmise from the study of young animals that play is a learning experience. Observation of certain primates showed that the position of a leader is formed through playforms and contests and that all other young peers learn to follow this leader, at a very early age.

Spiritual benefits: Although these benefits are hard to validate empirically, elements such as personal development, appreciation of nature, social consciousness, and a general sense of well-being are gained from participating in leisure activities.

The Social Aspects

Although play may begin in a solitary form among the very young of humankind, twosomes are soon formed, followed by playing in groups. But the social aspects of play, recreation, and leisure go beyond play in groups as follows:

Socialization. This is a very important process in human life and has an affect-effect relationship with play, recreation, and leisure. One is socialized into, and is socialized through, playforms, recreational activities, and leisure pursuits. For example, playing football and baseball can be used in the Americanization of young immigrants. Through these sports, the young person will learn the values, attitudes, customs, and symbols of the American culture.

Demographical factors. Socialization alone will not lead to the automatic adoption of a playform, recreational activity, or leisure pursuit. The demographical factors of age, gender, occupation, residence, and lifestyle are important elements in the social aspects of leisure.

Social benefits. The social benefits accrued are numerous, including forging new friendships, romantic relationships and enhancing family ties.

Leisure and Special Populations

Recently, interest in the welfare of special populations prompted the recreation and leisure profession to provide special programs that would fit the different needs of these populations. Four major special populations are discussed in this chapter: the physically and mentally challenged, the socially deviant, and the elderly. This does not mean that other programs are not developed for other populations such as the hearing impaired or sight impaired.

ACTIVITIES

- Observe a family or a group of people of different ages, gender, and occupation. Try to determine the type of leisure pursuit each is seeking. A report in class is expected after reading Chapter 4.
- Select two different persons from the family or group above. Write a paper on how each of these two persons has been affected by heredity and environment.
- Visit the local public recreation center, field house, or gymnasium. Find out the many ways in which people seek to be physically fit.
- Have each student interview three people answering three questions. Organize a buzz session to list and compare:
 1. Why do they value their leisure pursuit?
 2. Do they have any negative attitude toward particular recreational activities?
 3. What is the degree of satisfaction that each one indicates concerning his or her preferred leisure pursuits?
- Have a discussion in class on flow experience. Have the students describe their feelings. Can the experience be repeated? When? Why? Write an essay on this topic.
- Have another discussion in class on the general and specific benefits from leisure experiences.
- Take the class into a wilderness area. Have the students describe their feeling concerning:
 1. The role of the density of the area in their leisure experience.
 2. The spiritual benefits derived from such an outing.
- Have a class discussion on the age at which they were socialized into their preferred leisure pursuits. Find out the circumstances under which such socialization took place. Factors such as location, family, peers, and residence should be considered.
- Plan a visit to a local recreational program planned for a special population.
- Encourage the students to volunteer in the local recreational program for the handicapped.

RESOURCES

Annotated Readings

- 1) Austin, D. R. (2008). *Therapeutic recreation: Processes and techniques*. Urbana, IL: Sagamore Publishing, Inc.
After providing a short background on the differently enabled in society, this book discusses the different methods of providing meaningful playforms, recreational activities, and leisure pursuits for this population.
- 2) Corbin, C., & Lindsey, R. (2006). *Fitness for life*. Champaign, IL: Human Kinetics
This book provides the theoretical and practical aspects of physical fitness.

- 3) Csikszentmihalyi, M. (1990). *The psychology of optimal experience*. New York: Harper & Row.
This book describes in detail the concept of flow and optimum human experience. It shows how and why boredom and anxiety could occur in both work and play.
- 4) Driver, B. L., Brown, P. J., & Peterson, G. L. (Eds.) (1991). *Benefits of leisure*. State College, Pa: Venture Publishing.
This book includes a review of the literature on the economical, psychological, and social benefits of leisure.
- 5) Hoeger, W., & Hoeger, S. (2011). *Fitness and wellness*. Independence, KY: Wadsworth, Cengage Learning.
College students are provided with a broad range of current, practical information that is designed to encourage them toward a healthier lifestyle.
- 5) Kaplan, R., & Kaplan. S. (1989). *The experience of nature: A psychological perspective*. Cambridge: Cambridge University Press.
This book summarizes the findings of the research conducted by psychologists on the impact of the environment, particularly the outdoors, human performance and behavior.
- 6) Mitchell, A. (1983). *The nine American lifestyles: Who we are and where we're going*. New York: Macmillan Publishing Co.
This book gives the findings of the study on a large number of Americans and their lifestyles. It discusses the impact of age, gender, occupation, and residence on lifestyle, including the opportunity to participate in leisure pursuits.

4

PLAY, RECREATION, AND THE LIFE COURSE: CHILDREN

CHAPTER OVERVIEW

This is the first of three chapters dealing with life course. This chapter discusses the life of the child, and the two other chapters discuss the life of the adolescent and the adult.

The chapter begins by providing a scenario in which three children were, to some extent, deprived of adequate play opportunities. The students are expected to react to such situations.

Trends and challenges of childhood in this country are then presented. The increase in the young population between 5 and 13 years of age is expected to continue. The obstacles to a healthy lifestyle are discussed.

Play in childhood is a must. Although it seems that the growing child is having fun, many other outcomes are accrued from play. These benefits are related to the stages of development in childhood. The details of early, middle, and late childhood are given.

Play opportunities will vary according to age. Although the playground provides a good opportunity for the very young, games of middle childhood, and sports for later on, should be tailored to fit the needs of the children in the community.

Problems facing recreational professionals who are interested in providing these opportunities are discussed along with the presentation of childhood stages and the play opportunities provided for each stage.

LEARNING OBJECTIVES

After studying this chapter, the student should be able to do the following:

1. Appreciate the fact that many families are providing play opportunities for their young children.
2. Get an idea about the changes that are taking place with the young population in America.
3. Enumerate the obstacles to the healthy development of children.
4. Understand the importance of play in the life of a child.
5. Appreciate the different traits that accompany the stages of childhood development.
6. Become cognizant of the details needed to provide a safe play environment.
7. Become familiar with the problems that face the different play opportunities provided by local authorities.
8. Recognize the special needs of certain segments of the population when it comes to playforms and recreational activities.

CHAPTER OUTLINE

A World of Difference

This introductory section to children and childhood emphasizes the importance of play and recreation during this phase of life. Parents may be unable, because of many circumstances, to provide their children with the needed opportunities for play. Therefore, other avenues and agents should be provided.

Childhood Trends and Challenges

Perhaps the most important challenge that faces children today is that most mothers work outside the home. This was not the case before, during, and immediately after World War II. In addition, during the second half of 20th century, the number of single-parent households increased rather significantly. Many experts believe that children who live under these conditions need concerted efforts on the part of many agencies to overcome the factors that have led the children to be over-stimulated, over-nourished, spiritually bankrupt, and emotionally isolated.

Obstacles to healthy development. Why are our children not as healthy as expected?

Television and computer games could be blamed for the decrease in children's physical activity that led to the increase in obesity among American children.

- Studies show that American children are burning fewer calories than ever before.
- Today's children may be under stress because their parents are stressed as members of an urbanized, fast-moving, highly mobile, and consumption-oriented society.

Childhood and Play

Play experiences are important in childhood because they provide opportunities for imitation, experimentation, construction, representation, and dramatization. In addition, play becomes the basis for reasoning, communicating, socializing, and achieving. Play goes through several stages (see Table 4.1). These stages are correlated to the stages of development from infant and toddler to preschooler and middle childhood.

Infancy. The period between birth and age 18 months of age is characterized by a definite order of movement activities (see Table 4.2). Perhaps the most significant contribution of movement is toward the development of the brain.

Should the adults help this process by stimulating more movement activity by the infant? Experts differ.

Early Childhood. Between 18 months and 5 years of age, a major transformation takes place in the young human. During these formative years when play is a very serious business, the child should move from the earlier egocentricity and should begin to develop enough self-confidence.

- Toddlerhood includes children up to 3 years of age. This is the fastest growth period in the life course. The toddler has his or her own way and is unlikely to play or share with others.
- Preschoolers, ages 3 to 5, still play a lot. But now they have greater mobility. Their vigorous playforms require short rest periods.

Middle Childhood

Slower and steadier growth begins at 5 years of age and continues to 12 years of age. In comparison to the previous growth period, this period allows for the refining of motor skills, allowing the child to gain precise coordinated movements such as writing, buttoning, and cutting.

The difference between boys and girls in physical abilities is minimal at the beginning of middle childhood. This means that age differences are more important than gender differences. Nonetheless, toward the end of middle childhood, girls may be superior in accuracy of movement while boys excel in forceful acts.

During middle childhood, both boys and girls begin to form relationships outside the family. Informal play groups become important at this point of their lives, a step that is helpful in joining formal groups later. Minor games along with simple physical activities are suitable during this phase of life course. Evidence for the importance of play is found in the following case:

Attention deficit disorder. This problem, known also as hyperactivity, is characterized by pervasive perceptual and conceptual impairment. Physical activity is found to be helpful in combatting this condition.

Play Opportunities

The fact that play helps the child physically, mentally, emotionally, and socially is a given. Ways to achieve this development are summarized below:

Toys and playthings. Young children should have access to toys and playthings that help in the development of a wide variety of skills. Toys and playthings should stimulate children and help them learn. Children should be encouraged to play with a new toy every other week. The establishment of a toy library for that purpose is suggested. Also, toys and playthings can be modified to suit members of special populations.

Playgrounds. Larger playthings could be provided in one location, usually outdoors. The playthings should provide stimulation, variety, challenge, and change.

- The first American playground, the Boston Sand Garden, was established in 1885. Within 50 years there were more than 13,000 playgrounds across the country, most of which were built through federal aid to local communities during the Depression.
- The Boston Sand Garden began the recreation movement in the United States. This movement was intended to provide average children with recreational opportunities.
- The initial supervisors of the Boston Sand Garden were volunteers.
- Boston city official became involved a few years later. Thus began the municipal recreation service.

- The original American playgrounds have evolved into:
 - Traditional playground.** Steel slides, seasaws, swings, merry-go-rounds, and climbing apparatus.
 - Contemporary playground.** Tires, railroad ties, and cable spools provide more stimulation.
 - Adventure playground.** Handtools, wood, and ropes are used by children to build their own structures.
 - Modern playground.** Place for quiet play, social interaction, and gross motor activities.
- Playgrounds should be designed to offer choices, safety, and challenges.
- Playground safety is of concern to children, parents, and local authorities. Guidelines are available and are important to follow.

Accident prevention. Several factors should be considered in the attempt to reduce injuries on the playground:

- Supervisors of playgrounds should be well prepared and trained in safety.
- Equipment should be maintained and upgraded on a regular basis.
- Local communities and governments should have adequate insurance coverage.

Current trends. The trend in planning and designing playgrounds is to allow for a broad range of users.

- There is a tendency to serve different age groups, with special emphasis on toddlers.
- The plan and design of a playground should meet the needs of children with disabilities.
- The facility should allow for complexity, mystery, challenge, and creativity.
- Interaction with adults could be a welcome addition in the design of a playground.
- Equipment and facilities for differently abled children should meet required standards and allow for an adult aide to accompany the child.

Games

Simple play gives way to the more mature stage of games:

- Games have rules to follow.
- Games have goals to pursue.
- Games are important in socialization.
- Games help the child control selfish behavior.
- Games help in the ability to reason.
- Games lead to learning to work with others.
- Games do not necessarily require adult supervision.

Sports

Sports include the more complicated form of physical competitive activities. These activities evolved over the years into a very complex system.

- Originally the local sport system was supervised by the local recreation professionals.
- As competition intensified, so did the training and preparation for contests, which led recreation professionals and physical education teachers to withdraw from local sports programs.
- The gap was filled with volunteer youth sport organizations that employed coaches who were untrained or unprepared for the task.
- The Little League, with its televised World Series, has more than 2.6 million players and 1 million adult volunteers.
- Sports such as basketball, softball, soccer, swimming, gymnastics, and tennis are being offered to the young people of America.
- In the past several decades the age for participation in competitive sports was reduced to the extent that 4-year-olds are now competing.
- The practice of having people of such a young age competing is being questioned.
- The concern is that the emphasis on competition at such a young age may lead to the abuse of steroids.
- Other ailments could occur from excessive physical training, such as dehydration, and nutritional deficiencies.

Injury prevention. The danger faced by athletes, regardless of age or gender, is the possibility of injury. With the young competitor, the situation is complicated because he or she must reach a certain level of physical maturity to be successful in performing certain skills. The answer lies in the following:

- Grouping should be based on weight, maturation, and skill and not necessarily age.
- Physical examination should be required of all participants in organized sports.
- Fitness preparation should begin many months before competition.
- Practice sessions should allow for warm-up, stretching, and cooling down.
- Protective gear should be used during practice and games.

Special populations. Sports programs can be easily modified to suit members of special populations. One of the most successful programs is the Special Olympics.

The dilemma. Although the value of participating in organized sports programs is never questioned, the major question facing children's sports is how and who should handle these play-forms and recreational activities.

- When adults are good sports, children will be likewise.
- Adults should develop realistic expectations when it comes to their children's abilities
- Effort on the part of the child should be a criterion for praise
- Children should never be punished for losing. They should be helped to learn from defeat.

ACTIVITIES

- Visit a family of your choice. Find out the type of play opportunities provided for the children in the family.
- Using the four categories of playground listed above, visit a nearby playground and determine its category. Why? Are the equipment and facilities adequate for the age group there? Are they safe?
- Visit an elementary school physical education class. Observe the type of games played. Give your impressions of the level of skill required, the social effect, and the psychological gain, or loss, that may accrue from these games.
- Visit the practice of a children's team that is not sponsored by a public agency (the local recreation department or the neighborhood school). Are the apprehensions concerning coaches and parents founded?
- Attend a training session of a group of youngsters preparing for the Special Olympics. What do you think? Would you like to volunteer?

RESOURCES

Annotated Readings

- 1) Berk, L. (2012). *Childhood development*. Upper Saddle River, NJ: Pearson Publishers.
This book discusses physical, cognitive, social, emotional, and moral development of children. It is rich with practical applications and uses exceptional examples.
- 2) Cahil, B., & Pearl, A. (Eds). (1993). *Intensive participation in children's sports*. Champaign, IL: Human Kinetics Publishers.
Leading experts were invited by the American Orthopedic Society of Sports Medicine (AOSSM) to analyze the effects of intensive sport participation on pre-adolescent athletes. This book includes critical topics from the physiological, psychological, and social domains.
- 3) Cameron, N., Hasting, G., & Ellsion, G. (Eds). (2006). *Childhood obesity: Contemporary issues*. Boca Raton, FL: CRC Press.
The physical and psychological consequences of childhood obesity are discussed.
- 4) Chudacoff, H. (2007). *Children at play: An American history*. New York: New York University Press.
From playgrounds to videogames, this book takes a look at the tension between the way children spend their free time and the way their parents would like them to play.
- 5) Carson, R. and Lima, M. (2008). *Play on! Playground learning activities for youth fitness*. Reston, VA: AAPAR/AAHPERD.
Playground learning activities are offered to help childhood development and physical fitness.
- 6) Erikson, E. (1963.) *Childhood and society*. New York: W.W. Norton.
This book provides a theoretical background regarding the stages in the life of a growing child.
- 7) Figler, S., & Whitaker, G. (1991.) *Sport and play in American life*. Dubuque, IA: Wm. C. Brown.
The authors strive to cut through myths, folk beliefs, and misconceptions in order to separate fact from fiction.
- 8) Martens, R. (2001). *Directing youth sports programs*. Champaign, IL: Human Kinetics.
This book promotes "best practices" that can be followed to design and direct successful programs for children.

- 9) National Association for Sport & Physical Education (NASPE). (2004). *Physical activity for children: A statement of guidelines for children ages 5-12*. Reston, VA: AAHPERD.
- Guidelines and the physical activity pyramid are used to aid in the planning of developmentally appropriate levels of activity for children.

5

RECREATION, LEISURE, AND THE LIFE COURSE: ADOLESCENTS

CHAPTER OVERVIEW

This chapter gives an overview of the lifestyle of Americans between 12 and 20 years of age. It also provides a picture of some of the changes, physical and emotional, that take place among the members of this age group. It discusses some of the possible programs that will help them to adjust to being adults.

LEARNING OBJECTIVES

After studying this chapter, the student should be able to do the following:

1. Understand the traumatic change that takes place in the life of the adolescent.
2. Understand the nature of the physiological changes and their impact on the behavior of the adolescent.
3. Understand the need for patience and guidance during that period of emotional upheaval.
4. Differentiate between the needs of the male and the female adolescent.
5. Understand some of the underpinnings that may lead to certain physical and emotional disorders.
6. Understand the factors that may lead to role confusion among adolescents.
7. Appreciate the type of recreational activities that should be tailored to the specific needs of adolescents.

CHAPTER OUTLINE

A World of Difference

A dim picture is given of the life of a teenage girl whose single mother spends food money on alcohol and whose father deserted the family a few years earlier. School and recreational activities were the only stable elements in her life. Her dream of improving her situation was beginning to evaporate.

Characteristics of Adolescence

This stage in one's life is crucial since the patterns and habits formed at this time are the blueprints for lifelong attitudes and behavior. This stage is preceded by another important stage in the life course, puberty, the onset of which is between 10 and 12 years of age. Adolescence itself could be divided roughly into 2 periods. Early adolescence is a period of physical changes and growth, and late adolescence is a period of emotional development and increasing awareness of one's role in life.

Understanding the traits of these Americans is important for the future welfare of the society. There are positive sides and challenging sides to adolescence.

Positive Traits of Adolescence.

- Energetic - Curious - Courageous - Fair
- Idealistic - Perceptive - Independent
- Reliable - Flexible - Honest - Loyal
- Optimistic - Serious - Sensitive - Good sense of humor

Challenges of Adolescence.

- Feelings of despair that they are not going to grow up healthy.
- Substance abuse culture.
- Feeling of depression.
- The threat of AIDS.

Early Adolescence

Puberty indicates the beginning of the ability to reproduce. Secondary sex characteristics begin to appear. It will take 4 years to complete this cycle of growth; followed by another 4 years of development:

- Growth is related to shape and size
- Development is related to maturity and efficiency

For the Female.

- Girls may be taller than boys initially.
- The process may begin a year or two earlier than with boys.
- Breasts begin to take shape and, menarche, the onset of menstruation, begins.
- Hips widen and auxiliary hair appears.
- Overactive sebaceous glands may lead to acne.

For the Male.

- The penis and scrotum enlarge.
- The vocal cords thicken and voice begins to deepen.
- Auxiliary, facial as well as underarm and public hair appears.
- Overactive sebaceous glands may lead to acne.
- The body becomes heavily muscled.

Self-Image. Because of the many physical changes that take place in adolescence, the typical adolescent is very self-conscious. Adding to this is the current lifestyle of today's adolescent. Many adolescents are considered obese or overweight, or above their ideal weight. At the other end of the spectrum are those who are obsessed with weight control.

Many boys engage in seemingly unending body building efforts.

Some adolescent females see themselves as fat and develop one of two cases:

- Anorexia nervosa: Refusal to eat resulting in emaciation and cessation of menstruation. Although well behaved and successful in school, the anorexic female is an obsessive perfectionist, socially withdrawn, and depressed. She may experience severe weight loss, decreased heart function, loss of hair, and osteoporosis.
- Bulimia: Insatiable craving for food sometimes ending with purging. This disorder is prevalent in late adolescence. The binge-purge process is usually secretive, leading to a feeling of shame, self-contempt, and depression. The bulimic female may suffer from gastric irritation and tooth decay.
- Eating disorders are serious conditions and some of those suffering from these conditions die. Behavior therapy and psychotherapy have been used to combat these unhealthy situations.

Relationships. Sexual awareness begins with the onset of adolescence. Boys tend to be erotic, and girls tend to be romantic. Another level of relationship that is very important to the adolescent is friendships. Friendships provide acceptance, empathy, and emotional support. Initially, conformity to a peer group is dominant at this age. Eventually individual tastes in friendship will prevail.

Identity and Role Confusion. Establishing his or her identity is a monumental task facing the adolescent. Although girls may stay closer to the family, members of both sexes look inward in search of identity. Yet boys may be more aggressive, engaging in sport and antisocial behavior. The discovery of one's identity takes a long time and requires support from many different persons, including recreation and sport leaders.

Those who do not achieve a sense of identity suffer from what is called role confusion. If they are unable to have a consistent set of values, goals, or standards, some adolescents may exhibit erratic behavior, while others may become strict conformists.

- If the adolescent's recreational and other needs are not met through regular channels, he or she may join a gang. Others may resort to drugs, alcohol, or other destructive behaviors.

Older Adolescence

Late adolescence includes persons 17 to 20 years of age. It is a period of further drastic changes: going to college, joining the armed services, or moving to one's own apartment. The turbulent relationship with parents that almost every adolescent goes through may be coming to an end. According to Erickson, once one's identity and a sense of independence are established, a closer relationship with the family of creation is possible.

If adolescence is concluded successfully, stability and insight will lead to better planning regarding education, lifestyle, and relationships.

Recreation and Adolescents

A little over one third of an adolescent's time is discretionary, which means he or she can spend this time as pleased (see Figure 5.1). This section deals with two sets of opportunities.

Youth Development Programs. Adolescents, their parents, and social reformers believe that structured community development programs for youth are needed. Recreation professionals have unparalleled opportunities to help adolescents by providing programs that:

- Build personal and social skills
- Promote positive behavior
- Reduce high risk behavior

Some of the mechanisms suggested for these programs include the following:

- Programs in current social issues such as racism/ diversity, and multiculturalism
- Programs in current political issues such as terrorism and war
- Programs pertaining to healthful lifestyles for adolescents and adults with emphasis on the current topics such as AIDS
- Programs pertaining to environmental health such as pollution and noise
- Youth should be encouraged to become full participants in the development of their own programs. Adolescents should be supported in taking leadership positions such as working with children and seniors.

Youth At Risk. Because of the drastic changes that have taken place in today's industrial, urban, consumption-oriented society, many youths are considered at risk. The risk may occur during the free hours after school. Without structured, supervised, after-school activity, the chances are great for involvement in dangerous and illegal activities. Thus, there is a need for community-based program particularly in economically disadvantaged neighborhoods where the opportunities for wholesome recreation are lacking. Constructive outlets for leisure pursuits should be provided.

Youth Recreation Program. A recreation preference scale is useful in designing recreation program for youth.

Hanging out may be the adolescent way of avoiding playgrounds once attended but now outgrown. Recreation professionals and sport equipment manufacturers are beginning to look at the type of playground that fulfills the needs of adolescents 12-15 years of age. Drop-in centers are popular places among adolescents, both boys and girls. Movies, computers, drama, sports and fitness, and outdoor adventures also are popular among this age group.

Adventures. Because many teens crave excitement, they are attracted to risky activities. They also believe they are indestructible. It is important that the community offers the type of activities that include some risk. Some of these programs could touch on environmental concerns and encourage no-trace ethics.

Sports. There are ample opportunities for adolescents, both boys and girls, to participate in sporting activities. These programs are offered by local organizations, some of which have national affiliations.

At the school level, approximately 5.5 million athletes participate in a myriad of interscholastic sports. With the rise of these types of competition, concerns were raised by parents and educators whether winning at any cost takes away from schooling and social life and leads to serious injuries.

Music. Listening to music occupies a great deal of an adolescent's time because it is a key part of his or her search for identity and independence. Moreover, it is a source of knowledge about love, social issues, and even politics. To the adolescent, listening to music helps to reduce stress.

On the other hand, some negative results have arisen from the adolescents' attachment to music. For instance, is preoccupation with heavy metal music associated with poor academic performance? Are the lyrics that refer to homicide, suicide, drugs, racism, rape, torture, and satanism responsible for their existence in society? Rigorous studies are needed to decipher this.

Travel. This is an activity that is well-liked by many adolescents. The American Youth Hostels (ATH) provide inexpensive accommodations. These hostels also provide historic walks, nature excursions, lectures, and seminars. These facilities are open to youth arriving by bicycle, hiking, or traveling by rail. In other words, persons arriving in cars are not accommodated.

AYH also provides activities designed for the physically challenged, disadvantaged youth, and senior citizens.

The International Youth Hostel Federation (IYHF) provides sleeping accommodations in addition to recreational activities, study areas, and cultural centers. Through its 6,000 hostels located in more than 70 countries, IYHF can provide millions of overnight stays annually.

ACTIVITIES

- Interview a young adolescent during class. Discuss what kind of recreation program the adolescents would like to see in the community.
- Interview an older adolescent during class. Discuss the type of activities offered within the community.
- Visit the city recreational facilities. Decide through a discussion with the class members if indeed these facilities are suitable for adolescents.
- Invite a police officer to class and discuss some of the problems that the department faces where teens of the community are concerned.
- Visit a special population when they are engaged in recreational activities. Have the students become involved with them.
- Invite the director of parks and recreation in the community to class and discuss the program for youth at risk.
- Invite a professor of health science to class and discuss the problems of anorexia nervosa and bulimia.
- Invite a professor of psychology or sociology to class to discuss problems of teenagers and relationships.

RESOURCES

Annotated Readings

- 1) Carnegie Foundation. (1992). *A matter of time: Report of the task force on youth development*. New York: The Carnegie Foundation.
The first such comprehensive study of community organizations serving the adolescents in the city of New York.
- 2) Eitzen., D. S. (2012). *Sport in contemporary society*. Boulder: Paradigm Publishers.
In linking sport to other institutions in society, the author takes a good look at the positive and negative roles of sport as a means of socializing youth.
- 3) Callender M. (Ed). (2013). *Campus Recreational Sports*. Champaign: Human Kinetics.
General and campus recreational programs, issues, and leadership are discussed.
- 4) Jetha, M., & Segalowitz, S. (2012). *Adolescent brain development: Implications for behavior*. Waltham, MA: Academic Press/Elsevier.
This book offers an overview and development of the teenage brain and how that develop impacts risk-taking.
- 5) McNeely, C., & Blanchard, J. (2009). *The teen years explained*. Baltimore: Center for Adolescent Health at Johns Hopkins Bloomberg School of Public Health.
The normal physical, cognitive, emotional, social, development of the adolescent is explained. Identity formation and spiritual changes are also described.
- 6) National Association for Sport & Physical Education (NASPE). *101 tips for youth coaches*. Reston, VA: AAHPERD.
The brochure includes dialog regarding winning obsessed parents, sports injuries, over specialization of young athletes, and why children and youth leave sports.
- 7) Phillips, J. (1993). *Sociology of sport*. Boston: Allyn & Bacon.
The views of many sport sociologists are introduced in this book that includes topics such as high school sport participation.
- 8) Reel, J., & Beals, K. (2009). *The hidden faces of eating disorders and the body image*. Carlsbad, CA: Gurze Books.
This book offers strategies for assessment, treatment, and prevention of eating disorders.
- 9) Smetana, J. (2011). *Adolescents, families, and social development: How teens construct their worlds*. Wiley & Sons: West Sussex, UK Publishing.
This book offers an in-depth examination of adolescents' social development in the context of the family.

6

RECREATION, LEISURE, AND THE LIFE COURSE: ADULTS AND SENIORS

CHAPTER OVERVIEW

This chapter gives an overview of the characteristics of the age group from 20 years and older. The group is divided, in turn, to young adults 20 to 40 years of age; middle adults, ages 40 to 60 years of age; and senior adults, 60 years of age and older. The characteristics of each of these groups are given along with their needs for leisure pursuits and recreational activities.

While young adults seek to establish a place under the sun, middle adults realize that youth has come to a close and try to adjust to change. The senior stage of adulthood can be divided into two sub-stages, early seniors and seniors. In the first stage, the person is still active, dispelling the notion of ageism, a negative attitude toward the aged that is being combated by many organizations.

The recreational activities that should be provided through public, semi-public, or commercial agencies would vary according to which age group is being served.

LEARNING OBJECTIVES

After studying this chapter, the student should be able to do the following:

1. Figure out the reason for successful retirement when reading the section **A World of Difference**.
2. Understand that adulthood is similar to childhood in that it is also classified into different stages.
3. Understand the changes that are taking place in the population in the United States.
4. Appreciate what young adults go through in order to establish a position and status in life and the role played by recreational activities in this endeavor.
5. Understand the transition that the middle adult has to endure along with the different lifestyles of this age group.
6. Realize that the idea that old age means inability is not true and that there are many active seniors for whom ample recreational opportunities should be provided.
7. Understand the process of successful aging.
8. Understand the role one's personality plays upon retirement.
9. Understand the relationship between retirement and recreation and leisure.
10. Appreciate the role of leisure education in bringing about successful retirement.
11. Have an idea about activities such as competitive sports, travel, elderhostels, and reminiscing programs for seniors.

CHAPTER OUTLINE

A World of Difference

Why is it that two senior women, both of whom have lost their husbands, who live in an independent senior community, are so different in their outlook on life? What do recreational activities and leisure pursuits play in their lives?

General Statistics

Life expectancy has improved over the millennia thanks to the tremendous advances in health services (see Table 6.1). The result is that the average citizen can work and play for more years.

Table 6.2 shows the percentage of Americans, categorized by age, sex, race, and family income, who participate in various recreational activities categorized by age, sex, race, and family income.

Young Adults (20 to 40 years of age)

While the twenties can be characterized as a time of optimism, the thirties signal the beginning of worrying about signs of aging! Muscular strength begins to fade accompanied by weight increase.

These are the crucial years in adulthood because their lives at this stage of life are moving toward a new status and new roles—occupational, social, and relational. The earlier part of this life course witnesses the attempts at becoming independent.

The selection of a career is, in itself, stressful enough, but the moving away from home in search of independence may lead to a feeling of loneliness. The career may take away the time that was once devoted to friends. The loss of old friends adds to the loneliness in the early years of adulthood. While those who choose a career may find it necessary to acquire further education to further their status, those who start working right after high school may be married and have children at a younger age.

Erikson suggested that once identity is established, the young adult is ready for intimate relationships that require commitment. Relationships that end in marriage may create new problems for the young adult: insecurity about income and the relationship itself. Divorce may occur, followed by a second marriage sometimes. Those who remain single, either without marrying or after a divorce, seem to be content with their lifestyle. This seems to be more so among women than men.

The Millennial Generation. This is the generation that followed Generation X. Born approximately between 1984 and 2002, this group tends to be brought together by their increased use of technology. They are thought of as confident, tolerant and culturally liberal and many reject social conventions. They generally tend not to rush rights of passage, and demand a balanced lifestyle.

Generation X. This is the generation that followed the baby boomer. Born between 1965 and 1976, it is the most culturally diverse generation in American history. Their number is smaller when compared with the baby boomers, 41 million to 77 million. Almost half of Generation X has been to college, 47% in comparison to the previous 31% of baby boomers. They are the latchkey children who learned to be independent early in life. They come in part from broken and single parent homes, have learned to respect women, and are concerned about their future, the national debt, racial strife, and the environment.

Although they grew up with the VCR, they favor recreational activities that promote social interaction, enjoy the outdoors, and love electronic devices, mountain bikes, and the movies. When compared with the previous generation, members of Generation X believe they have less free time to do all that they like to do.

Middle Adults (40 to 60 years of age)

Lavinson believes that this period must begin with the realization that youth has to come to a close. Some middle adults may be gripped with anxiety and become frantic about staying young. But the key is to outgrow the illusions of youth and begin to build a fuller life. Taking time out for leisure is a good technique.

Middle adults also experience certain physiological changes that accompany aging: bone density decreases, tissue become less elastic, wrinkles develop, and reaction time slows down. Women enter menopause marking the end of childbearing years. Men begin a decline in sexuality potency.

The impact of middle adulthood varies from person to person. Some would like to relax and enjoy life, others think of retiring, still others develop new skills. The “empty nest” condition prompts many parents to continue their education or to expand employment.

In some instances middle adults may be overwhelmed by having to take care of their aging parents, sending the children to college, and preparing for retirement. Emotional and financial strain take their toll on some middle adults leading to the phenomenon of “midlife crisis”.¹¹ Those who go through it may seek a new career or job, look for a new significant other, or undergo cosmetic surgery. Men more than women focus on failures, thinking of their lives as pointless and empty. Fortunately the “midlife crisis” usually does not last long.

Baby Boomer and Leisure. This group of Americans who were born between 1946 and 1964 make up about one third of the nation’s population. This is the generation that sought physical fitness, enjoyed cultural activities, and watched many organized sports. The boomers consider leisure pursuits a necessity, and it is estimated that by the end of decade they will be spending more annually on entertainment, travel, and recreation. This means increased sales of recreational goods and services.

Adult Lifestyle and Leisure. The lifestyle of today’s adult is characterized by being very different from that of the previous generation. For instance, in addition to the nuclear family and the traditional extended family of the previous generation, today we have the step family, single parent family, and same sex family arrangements. However, the family remains an important agent of socialization including the introduction into leisure pursuits.

While in the past the number of single people was relatively insignificant in sociological terms, today the numbers of single adults is significant and single persons have more time and money for leisure pursuits. Most of their interests are satisfied through commercial recreation such as cruises, sport trips, outdoor adventures, and cultural outings.

However, a significant proportion of the population is not very satisfied with its personal lifestyle. Of 1,200 professionals interviewed, 80%, or 960, of them indicated that they do not enjoy their personal lives. This dissatisfaction may be a reason for many to relocate, seek a new career, and turn to programs in meditation, relaxation, and stress reduction. Recreational activities provided through public, semi-public, or commercial agencies would be very helpful. Activities such as exercising, outdoor adventures, hobbies, creative endeavors, short trips, and spectator events are appropriate in this regard.

Senior Adults (60 years of age and over)

Thanks to the advances in medical care, nutrition, and fitness, this segment of the population is growing at a fast rate. This population could be divided into two groups: early seniors, 60 years of age to mid-70s and full seniors, 75 years of age and older. Both groups have ample time for leisure pursuits. As the United States population grows older, the need for recreational activities for senior adults will increase.

The graying of America means more political power and more demand for services, including leisure service, for senior citizens.

The Myth of Old Age. Ageism, the term used to discriminate on the basis of age, can afflict any society. Many epithets such as feeble, cranky, out-of-touch, and over-the-hill should be discouraged. Many organizations fight against these unfounded descriptions of senior citizens.

Successful Aging. Care of body and mind is the key to successful aging. Chronological age is much less important than biological age and psychological outlook. Various theories have been advanced to explain successful aging.

- The activity theory suggests that as long as the person is active mentally, physically, and socially, the senior will not suffer from deteriorating effects. Yet there are seniors who are content with their own lives, are not that active in their golden years, yet seem to be doing rather well.
- The disengagement theory explains successful aging in terms of mutual withdrawal from interaction—the individual from society and the society from the individual. This process allows for the opportunity to reflect on one's life. Yet seniors who continue to be active show more signs of satisfaction than those who stop being active.
- The attribution theory describes successful aging in the way seniors viewed their lives. Those who perceive themselves as having affected the events around them are happier than those who think that events in their lives controlled them.

Personality and Leisure. The positive adjustment to aging may be the outcome of how the seniors view themselves. Following are four distinct senior personalities and their impact on leisure behavior.

- **Integrated personality** is the type who enjoys a high degree of self-esteem and life satisfaction. This type of personality participates in all kinds of leisure pursuits.
- **Armored-defended personality** is the type who relies on defense mechanisms to cope with aging. This type of senior is reasonably adjusted and will enjoy the same recreational activities that he or she participated in in the past.
- **Passive dependent personality** is the type who relies heavily on others for motivation and support. Life satisfaction among this type is very low, as is their level of activity.
- **Unintegrated personality** is the type who has low self-esteem, personal adjustment, and life satisfaction. This is the angry type, who is depressed and pessimistic.

The recreation offerings should be tailored to the needs of these four types of personalities. Travel, outdoor pursuits, and cultural outings will suit the seniors who view this phase of their lives as an opportunity to broaden their horizons. Others may need more at-home and familiar activities.

Retirement and Leisure. The very idea of retirement is a new idea, born in the last century, and enhanced by the Social Security Act of 1935 and by the pension plans developed for employees in business and industry. The age of retirement that was set at 65 years of age was raised to 70 years of age in 1978 by the Congress, which removed the age barrier for federal employees. Although many seniors continue to work full-time or part-time, many choose retirement.

Nonetheless, retirement requires that one reorganizes his or her life and make psychological, social and financial adjustments. Those who can afford it live a lifestyle that is filled with leisure pursuits of all sorts.

- Physical fitness programs for seniors are very beneficial. Studies show that while a younger person can increase his or her physical functions by 10% through exercise, a senior can increase his or hers by 50%. Conversely, sedentary seniors may lose up to 50% of various physiological functions such as aerobic capacity, muscular strength, reaction time, balance, and flexibility.

Leisure Education. Because some seniors complain they have nothing to do during retirement and other seniors think recreation is frivolous, leisure education is appropriate at this stage. The program of leisure education should emphasize three points:

- Recreation provides the opportunity to develop new friendships.
- Recreation enhances one's independence.
- Recreation promotes health and fitness.

The immediate purpose is to help the newly retired person adjust to his or her new lifestyle. Those who design programs for seniors must be cognizant of the factors that influence the decision to retire:

- Philosophical view of work (and leisure)
- Degree of job satisfaction
- Reaction of significant others
- Health and fitness
- Financial situation
- Individual interest
- Ability to adapt
- Current leisure interests

Barriers to successful retirement include the following:

- Loss of friends (at work)
- Loss of psychological sustenance (from work)
- Lack of preparation for retirement

Persons ready to retire can be classified into two categories:

- The reorganizers are the ones who are focused and will disengage easily from previous responsibilities and are more likely to be successful retirees.
- The disorganized are the ones who will have difficulty adjusting to a new lifestyle.

Preretirement planning should be done as soon as possible. Participation in a leisure education program could be very helpful at this time. Many seniors will resist such planning either as a sign of getting old or for fear of impending poverty. All these should be dispelled in preretirement planning and through leisure education.

Four areas of concern should be considered in preretirement planning:

- Role defining activities
- Legal and financial planning
- Health and welfare
- Continuing and leisure education

Several organizations such as community recreation agencies, voluntary associations, colleges, religious organization, corporations, and adult schools often provide preretirement planning and leisure education. These organizations provide the following:

- Current development in gerontology
- Suitable activities, courses, and lectures
- Information about other activities and courses
- Opportunities for volunteering
- Intergenerational activities

Recreational and Leisure Activities

This section emphasizes some of the activities in which seniors could participate.

Sports. This age group is re-entering the sport, and the greatest participation is found in swimming, bowling, and track and field events, particularly long distance running. During competition, seniors are divided into 5-year segments such as 55-59, 60-65, and so on.

Tournaments and championships are held on the local, state, national, and international levels. For instance, the U.S. National Senior Sports Classic is held every 2 years and is organized by the United States Senior Sports Organization. The Classic is open to persons 55 years of age and older. The first World Master Games were held in Toronto, Canada, in 1985 with events open to persons 35 years of age and older. In the opening parade, the groups marched according to age rather than nationality.

Two years later, the United States Senior Olympics were organized in St. Louis. In 1995, the National Senior Sports Classic attracted more than 8,000 participants. The World Veterans Games were held in Eugene, Oregon, and were open to persons 39 years of age and older. The United States Masters Swimming Program is open to persons over 19 years of age and is the fastest growing participation/competition program in the United States.

Travel and Adventure. Pleasure travel within and outside the United States, along with adventure tours, has increased in the last few years. Pleasure travel is sometimes assisted by the guided tour, which provides a measure of safety and security. Adventure tours, on the other hand, are gaining ground among seniors.

Windjammer cruises, whale watching excursions, and music cruises are among the most popular.

Roadscholar. In a manner similar to the youth hostels (which were discussed in the last chapter), Roadscholar began in 1975, with a small program offered on the campuses of some New England colleges. Today seniors attend programs located in the U.S., Canada, other countries. The programs vary widely and the “senior” students live as college students do on campuses and in other housing.

Reminiscence Programs. These are programs intended to help seniors reflect on their own lives. This form of activity may correspond with what was considered by the Greek philosopher, Aristotle, to be the highest form of leisure: contemplation. Seniors will develop different skills such as writing, dramatizing, and documenting. This form of leisure pursuit has been used with frail seniors to stimulate long-term and short-term memory while promoting social interaction.

Under the guidance of a qualified leader, the process in recreational reminiscing revolves around three elements:

- Sharing can be done through a confidential questionnaire
- Focusing is achieved with the help of the leader
- Preserving can be done after documentation with pictures, audiotape, or a videotape

ACTIVITIES

- Invite a recent graduate to class and discuss the adjustment to the world of work, new residence, and new acquaintances.
- Invite a recently retired person to class and discuss the steps taken before retirement.
- Visit a nearby senior center and have the students write a short report to be discussed in class.
- Visit a senior sporting event, if possible, to witness their competitive spirit.
- Ask the students to survey the Sunday newspaper section on travel to find out the opportunities available to seniors.
- Send the students to their local communities to find out the types of programs provided for each of the age groups listed in this chapter.

RESOURCES

Annotated Readings

- 1) Bouchard, C. (2012). *Physical activity and health*. Champaign: Human Kinetics.
This book provides comprehensive research and the benefits of a physically active lifestyle.
- 2) Cochran, L., Rothschild, & A. Rudick, J. (2009). *Innovative programming ideas for baby boomers*. Champaign: Human Kinetics.
This book offers detailed and innovative ideas that are designed to attract this age group to leisure programs.

- 3) Ettinger, W., Wright, B., & Blair, S. *Fitness after 50*. Champaign: Human Kinetics.
This book addresses challenges that adults face in order to become and remain physically active, such as heart disease, osteoporosis, and diabetes.
- 4) Leitner, J., & Leitner, S. (2012). *Leisure in later life*. Urbana, IL: Sagamore Publishing.
This book provides general information on recreational programs for elders.
- 5) McGuire, F., Boyd, R., & Tedrick, R. (2011). *Leisure and aging*. Urbana, IL: Sagamore Publishing.
This book provides an overview of the aging process and the contributions that leisure can provide during the aging process.
- 6) MacNeil, R., & Teague M. (1987). *Aging and leisure*. Englewood Cliffs, NJ: Prentice-Hall.
This book questions the acceptance of statistics and negative myths about the aging process. It then focuses on their implications for the leisure lifestyle of an aging population.

7

RECREATION, LEISURE, AND SOCIETY

CHAPTER OVERVIEW

This chapter discusses the link between recreational activities and leisure pursuits on the one hand and different elements of society on the other. In general, society is looked upon as composed of several systems: cultural, social, and behavioral and the ecosystem. Values, norms, customs, mores, and laws as elements of the cultural system are discussed and their impact on leisure behavior is pointed out.

The subsystems of the social system: family, religion, government, economy, and technology—are presented and their relationship to recreation and leisure is discussed. The role of the family, as the most important socializing agent, in forming leisure interests is pointed out. The historical significance of religious/ritualistic activities, and the taboos that accompany them, in conjunction with certain human activities are presented next.

The role played by the government, at all levels, where recreational activities and leisure pursuits are concerned is explained. The level of economic development and the allocation of the labor force in the society are presented along with their impact on the type of services provided, including leisure services.

Technology is divided into two types: material and social. Material technology includes science and industry. The impact of science and industry on the attitude toward certain leisure pursuits, such as physical activity, and the mass production of goods and services in the leisure sector of the economy are discussed. Social technology includes education and mass media. The importance of formal and informal leisure education is discussed. The influence of the mass media, with special attention to newspapers, magazines, the radio, television, and devices is also discussed.

Finally, leisure choices as functions of topography, land form, climate, vegetation, water resources, and wildlife are also presented in this chapter.

LEARNING OBJECTIVES

After studying this chapter, the student should be able to do the following:

1. Understand the basic elements and main structure of society (e.g., cultural, social, and behavioral systems and the physical environment).
2. Appreciate the role played by the culture and its subsystems, values, norms, customs, mores, and laws in determining leisure choices.
3. Understand the impact of the family, as a subsystem of the social system in any society, on recreation preference.
4. Understand that religion has had an impact on recreation in two main ways. First, many recreational activities began as ritualistic ones. Second, to a great extent, religion determines if a leisure pursuit is acceptable.
5. Appreciate the role played by the three levels of government in providing recreational opportunities.
6. Compare the level of economic development on the provision of leisure services on a large scale.
7. Explain the impact of technology—material and social—on leisure choices.
8. Appreciate the impact of the elements of the environment, topography, climate, vegetation, water resources, and wildlife on recreation.

CHAPTER OUTLINE

A World of Difference

Does the need to recreate preclude the need to preserve our natural resources? Understanding the values that govern the behavior of the members of society is the first step in the attempt to answer this question. But behavior is the function of more than just the values inculcated by a human being. Many other variables come to play in human behavior, including leisure behavior.

The Nature of Society

A society is not merely the amalgamation of households, or the getting together of some people. It has a life of its own. Four criteria must be met before calling a group of people who live in close proximity a society.

- The group lives longer than does a single member.
- New members are brought into it, mainly through sexual production. Members who join at an early age are “better” socialized.
- Members must accept allegiance to a general system of action. Behavior of individual members is not haphazard but rather is controlled by a value system that defines responsibilities and rewards.
- The above system of action takes place within certain boundaries. When one enters another society, for example, Mexican or Canadian, another system of action is in force. The new system of action is obvious because of new symbols—highway signs, the speed limit, and language.

Every society determines what roles to play and the status gained from these roles. For instance, if a professional athlete plays his or her role correctly, he or she will be rewarded with money and fame.

A society is composed of several systems. In the heart of any society is the social system which is composed of five subsystems: family, religion, government, economy, and technology. The social system, in turn, is surrounded by other systems. For instance, the cultural system determines the values and norms with which humans live. The physical environment, which is sometimes called the ecosystem, gives the members of the society the food they eat and the climate under which they work and play. All these elements have their impact on behavior, including leisure behavior (see Table 7.1).

The Cultural System. Five variables are important in the cultural system:

- **Values** are the general guides for behavior. Play is “wrong,” declared the Puritans.
- **Norms** as specific guides for behavior. The norm under the Puritans was that no sport or similar “wasteful” activities were allowed.
- **Customs** means a cluster of norms, not enforced by law, but by tradition. It is “normal” to go to the beach without shoes but not to class.
- **Mores** means a moral binding in a society or a group therein, sometimes through the legal code. “Thou shall not kill” was originally a more that became part of the legal code.
- **Law** is the codification of the societal norms. The law that is not based on acceptable norms is hard to enforce.

The Family

There are several ways of looking at the family, the second basic unit in social life. The first is the dyad, a twosome. Some social scientists look at the family of creation and the family of procreation, (i.e. the family from which one comes and the family to which one becomes attached). Other social scientists look at the nuclear family of two adults and their offspring versus the extended family, which includes other relatives—grandparents, cousins and in-laws.

Religion and Ritual

It is possible that there is a center in the human brain that regulates the need for ritualization, the basis of which are the two biological principles of formalization and rhythmicity. Ritualization is, in turn, the basis for ritual. Ritualization is individualistic and, to a great extent, less structured. It also describes the acts of some animals such as mating dances.

Such a need was, and still is, attached to religion. Yet many of the activities that started as religious rituals conducted in the honor of some god evolved over the years into leisure pursuits and recreational activities. The best example is the Olympic Festivals, which were held in honor of the Greek god, Zeus. Although that form of religion no longer exists, the Olympics are still with us.

Another important function of religion is to distinguish the sacred from the profane—to determine that which is valued and that which is taboo. While early Christianity frowned on many activities that took place in the vast Holy Roman Empire, over the years, similar activities returned to dominate life in the Middle Era, to the distress of leaders such as Martin Luther. The most adamant attitude toward some of these activities was the one espoused by the Puritans (the Quakers were also leaning against dancing and gambling). Many of these activities were taboo among the members of these sects who attempted to codify the taboo as part of the American legal code. (The Puritans were able to obtain a court order banning public stage plays, interludes, and theatrical amusements in 1750.)

Less than 200 years later, most, if not all, Christian denominations and religious organizations in the United States have adopted recreational activities and leisure pursuits.

Government

Numerous forms of government are supposed to regulate the relationships among members of the society. Since there is power and authority involved, many individuals and groups try to be the governing body. In an attempt to legitimize their claim, some claimed to be the representative of God on earth, (e.g., the Pharaoh of ancient Egypt and Khomeni of contemporary Iran). The claim of expertise is the road to political authority and power in most of today's societies.

The Local Government. This was a representative structure from the very beginning, but it was not concerned with recreation or open space initially. New York City began with Central Park in the 1850s. The recreational activities movement may have started with Jane Adams Hull in Chicago and the Boston Sand Gardens; both ideas were attempts at social reform. Many other cities followed suit.

State/Provincial Government. Local efforts to provide recreational activities and open space can be aided by the state and the provincial government through enabling legislature, providing resources, offering programs, helping conservation, setting up standards, and promoting the cause of recreation and open space.

Federal Government. The federal government helps the cause of recreation by providing facilities such as national parks, forests, and recreational areas; funding some of the local and state facilities; regulating certain activities such as fishing; conducting research; and overseeing international agreements in areas related to recreation and parks.

The Economy

The economy of any society may be at one of three levels:

- Primary economy: Majority of the labor force engaged in farming and extractive work such as fishing
- Secondary economy: Most of the labor force engaged in manufacturing
- Tertiary economy: Most of the labor force engaged in trade and service, including leisure service (later a possibility that a quaternary economy occurring is discussed)

It has also been suggested that the American economy may have followed a sequence as follows:

- A scientific revolution (in Europe)
- An industrial revolution
- A technological revolution

This sequence allowed for a strong trade and service-based economy, which includes a good share of recreational activities and goods, leisure pursuits, and entertainment.

Expenditures on Recreation. An increase in disposable personal income means that spending on recreation by individuals and nonprofit organizations increases also.

Economic Benefits of Recreation.

- Healthier and more productive individuals
- More individuals hired to do the services
- More auxiliary services, such as advertising
- More sales of recreational goods such as sports equipment, recreation vehicles, televisions, and cameras

Future Economic Trends. What will be the shape of the postindustrial society?

- A quaternary economy may become a fact in in which there is a shorter workweek allowing for participation in a more amusing leisure pursuits.
- HE/SHE Models: The HE model is an expansionist model, in which quantity is valued over quality and money, technocracy and specialization prevail. The SHE model is more humane, in which quality is over quantity where human development, relationships, and empathy dominate. Despite these differences, pleasure travel, hobbies, and personal development efforts will increase in both models.

Technology

Technology has helped some gain the free time needed for leisure pursuits while others work longer hours as they are tethered to the Internet. The U.S. Department of Labor suggests that the average workweek is 38.0 hours. (Some professionals and others work more hours, but the accumulative work of part time seasonal and regular worker will bring the average to 38.0 hours per week.)

Technological improvements have impacted not only material such as the process of steel and plastics, it has also impacted the social such as education and mass media.

The Scientific Revolution. This revolution took place in Europe in the 16th century and led to the Industrial Revolution. The use of observation opened the door for more theories. The most important development for leisure and recreation is the biological work that led to the adoption of physical activity as necessary in human life. In 1887, a group of medical officers formed the American Association for the Advancement of Physical Education, the predecessor of today's American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), one of two major professional associations concerned with leisure and recreation. The other is the National Recreation and Park Association (NRPA).

Industrialization. Development of gas and steam engine automobiles and airplanes has had a tremendous impact on travel as a leisure pursuit. (See a Closer Look in this chapter.)

The harnessing of electrical power meant that many leisure pursuits such as parties, dancing and sporting events can be enjoyed after dark. Electronic devices further revolutionized lifestyle. Watching television heads the list of free time activities. The impact of portable media devices remains to be seen.

Education. The first of the two elements of social technology, education has formal and informal aspects. The formal side revolves around the attempt to obtain a step in an educational ladder, finishing elementary education, secondary education, and higher education, both undergraduate and graduate education. Leisure education, although not labeled officially as such, occurs formally through art and physical education requirements, as well as the inclusion of literature and music in classroom instruction.

After formal education is ended, informal education takes place in visits to the local library, through travel, and when watching certain media programs.

- **Leisure education.** As seen in Chapter 6, this is a means of providing leisure services to seniors. This does not mean that leisure education is unsuitable to other segments of the society.
- **The Media.** Although there are many kinds of media, the four that are considered here are as follows:
- **Newspaper.** Almost every newspaper today has a section on lifestyle, or arts and leisure, travel and leisure, or just leisure. This section includes all that is needed for free time activities except sports, which has its own section.
- **Magazines.** Still a viable business when compared to newspapers, magazines have existed in America for 2 1/2 centuries. Many themes and topics are related to leisure pursuits: fitness, sports, travel, gardening, hobbies and health, and wellness.
- **Radio.** Although a great source of information, the radio is a greater source of entertainment. It ruled supreme over the movies until the advent of television in the late 1930s. Even with the dominance of television today, the radio is still a powerful force in today's lifestyle.
- **Television.** Watching television continues to be the most popular leisure pursuit in America. Programs have expanded in the last several decades to include topics and themes for which producers are coming under fire. The messages emanating from both the programs and advertisements call for leisurely lifestyles. Cable along with satellite television provides more of these themes and topics.
- **Devices and the Internet.** Smartphones, computers, and the Internet speed up the tempo of life and wonderful leisure connections and information are at the fingertips of many. Used wisely and while maintaining balance with physical interpersonal contact with others, computer devices of all kinds can enhance leisure experiences.

Recreation and the Environment

The physical environment affects leisure choices in many different ways.

Topography and Land Form. Mountains may provide resorts for contemplation and active recreation in skiing and mountain climbing. The desert provides chances for hiking and sightseeing.

Climate. There are seven climatic regions in the world:

- **Tropical wet.** Water activity/no prolonged activities
- **Dry.** Water activity all year
- **Mediterranean.** Favorable to recreation all year
- **Humid/warm.** Swimming all year/other indoors
- **Humid/cool.** Short swimming/winter sport season
- **Cold.** Summer recreation very short.
- **Highlands.** Good for skiing and nature study

Vegetation. Wetlands, forests, grasslands, and deserts. Each provides its unique opportunities for recreational activities and leisure pursuits.

Water Resources. Recreational activities on the seashore vary from the leisure pursuits around a lake. Recreation around fresh water resources differs from recreation around salt water resources.

Wildlife. Whether the animal or bird is to watch or hunt depends on the nature of wildlife in the area and on the laws regulating human activities within it. Shooting at an animal with a camera will be more of a thing in the future than shooting it with a gun or a bow and arrow.

ACTIVITIES

- Interview three families: one family with small children, another with teenagers, and a third with grown children. Find out the type of recreational activities in which each family shares. Compare the findings among the three families.
- Visit a nearby church or temple. Find out the type of recreational and social activities the church or temple organizes for its members. Share with class members.
- What kind of state or federal recreational facilities are provided in the state in which you live? These data could be found in the publications of the state and federal governments.
- Visit the chamber of commerce in your city. Find out the impact of tourism, sports and other recreational offerings on the local economy.
- Pay a visit to the local park. Observe the clientele. What are the age groups? Talk to some of the visitors to find out age, socioeconomic status, amount of money spent on the outing, and the frequency of visitation to it.
- Compare the type of recreational activities that take place in the mountains with the ones in the desert.

RESOURCES

Annotated Readings

- 1) Kleber, D., Walker, G., & Mannell, R. (2011). *A social psychology of leisure*. State College, PA: Venture Publishing, Inc.
This book serves as a sourcebook for researchers conducting studies that employ a social psychological approach to the positive impacts of leisure across the lifespan.
- 2) Leitner, M., & Leitner, S. (2012). *Leisure enhancement*. Urbana, IL: Sagamore.
One of the goals of this book is to foster a better understanding of personal and societal leisure behavior.
- 3) Mechikoff, R., & Estes, S. (1993). *A history and philosophy of sport and physical education*. Dubuque, IA: Brown & Benchmark.
This book covers the evolution of sport and physical education from the ancient Greeks to modern times along with the philosophical thought at each period covered. It also covers some of the issues facing sports and physical education.
- 4) Roberts, K. (2006). *Leisure in contemporary society*. Cambridge, MA: CABI Publishing.
This book explores leisure in Western societies and how it is changing people's lives.
- 5) Sage, G., & Eitzen D. (2012). *Sociology of North American sport*. Boulder, CO: Paradigm Publishers.
The experienced authors incorporate race, class, and gender throughout topics of interest to students, athletes, and teachers.
- 6) Turner, V. (1969). *The ritual process*. New York: Aldine Publishing Company.
Examples in the book reveal that rituals appear to symbolize human values at their deepest level.
- 7) *Statistical abstracts of the United States*. Washington, D.C.: U.S. Government Printing Office.
When writing research papers for class, students may become familiarized with the publications of the federal government. This is one of the many publications of the U.S. Government Printing Office that can be used for that purpose.
- 8) United Media Enterprises. (1983). *Where does the time go?* New York: Newspaper Enterprise Association.
This study needs to be replicated because it is decades old. Yet the study provides an in-depth look at the free-time and the leisure pursuits of a large sample representing various age groups and genders.
- 9) Valentine, J. (2006). *Planning and organizing group activities in social recreation*. State College, PA. Venture Pub., Inc.
The activities included are designed to promote cooperation and constructive forms of leisure in a social setting.

8

THE INTERNATIONAL SCENE

CHAPTER OVERVIEW

Chapter 8 gives a short background of 10 societies representing three different ideologies. The four societies of the West—Great Britain, France, Germany, and Australia—have contributed to the modern leisure lifestyle. The two societies of the Eastern bloc, Russia and Poland, shared the now defunct communist ideology and similar background in the Eastern Orthodox Church. The four societies of the Developing World are all developing nations, although their historic experiences vary significantly.

While Great Britain may be considered the mother of modern sports, France gave the world-famous Tour de France. Germany gave the world gymnastics, nationalistic physical fitness, and youth hostels. Australia, on the other hand, developed its own unique form of sport and bushwalking (hiking).

Russia tried under communism to use whatever it provided to its citizens in the way of leisure pursuits as a showcase for the success of that system. Yet, Communist Poland failed to provide its citizens with satisfactory recreational outlets.

The four developing societies of the Developing World, although struggling to make ends meet, have inherited significant playforms and acquired new ones from the countries of the West.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to do the following:

1. Understand the ideological differences that split the world but appreciate some of the similarities among the 10 different societies listed in the chapter.
2. Trace the development of some of the recreational activities and leisure pursuits of today.
3. Understand the reason for the failure of certain ideologies.
4. Appreciate the contribution of the Third World societies to world civilizations, in particular to recreational activities and leisure pursuits that are of international appeal.
5. Develop an appreciation for ethnicity and cultural differences.
6. Be prepared to work in a world that is now described as a global village.

CHAPTER OUTLINE

A World of Difference

An American youngster awaits the arrival of an exchange student. The American is wondering if he will be able to match the impressive young scholar from abroad. To make the visitor feel at home, the young American wondered about the leisure pursuits of his future roommate.

The Western Bloc

This term is used to define the countries of Western Europe that at one point were at odds with the countries of the Eastern communist bloc. In between these two blocs was the Third World, which tried to remain neutral in the long ideological struggle that took place between the two blocs for almost half a century.

The Western bloc countries are more advanced technologically and have a higher standard of living and a greater degree of freedom than either of the other two regions. The countries that lived under the aegis of the Soviet Empire may have had a better standard of living than the countries of the Developing World, formerly referred to as the Third World, but had less freedom than the developing countries.

Four countries from the Western Bloc are discussed. They were selected for their importance for the development of recreational activities world-wide and in the United States.

Great Britain. The contributions of the mother of modern sport began a long time ago.

- The invading Saxons were fond of parades, which became a strong tradition.
- The Normans of France brought the pastime of tournament to the British Isles.
- Celebrations of saints days were tolerated by the Catholic Church.
- Ball games were tolerated by the Church.
- Attempts to prohibit football(soccer), in favor of military sport, failed until 1578. The game pitted village against village on a 3-mile long field.
- The wealthy had their own pastimes of hunting, hawking, and horseback riding.
- In 1641 the Puritans took over, banned Sunday amusements, and prohibited many recreations.
- Within 20 years, the monarchy was reinstated, and recreational activities were revived (1660-1685).
- Nonetheless, the Sabbath continued to be a day of rest and worship, a concept brought to the U.S.
- In Scotland, attempts at banning golf failed. It was introduced later to the U.S.
- A strict line of demarcation created class distinctions. Bowling, for example, was prohibited to commoners.
- The commoners developed their own pastimes, known as “blood sport,” which lasted until the Industrial Revolution.
- The Industrial Revolution attracted people seeking better lives to urban centers.
- The pub became the hub of social and recreational life.
- Long working hours left no time for leisure, and festivals and sports were banned on Sunday.
- This period saw the end of blood sport.
- The Victorian Era (1837-1901) saw a revolution in leisure in Great Britain.
 - Clear distinction between work and leisure
 - Scheduling of free-time activities
 - Debate on “constructive leisure”
- The middle class tried to emulate the aristocracy.
 - Vacation or second home in the country
 - Novel reading, particularly among women
- Public houses, or pubs, became a place where families could go.
- British educators and religious leaders encouraged participation in sports.
- Attempts at shorter workdays began in 1886 and were opposed by industrialists and others.

Today, the Britons enjoy leisure pursuits varying from attending museums and art galleries, to walking for pleasure, to watching their favorite sport, soccer, in person or on television. Reading is a very popular pastime in Great Britain, which has a holding of over 151 million volumes in its public libraries, (i.e., 3 volumes per each citizen, one of the highest ratios in the world).

France. France was united under one king in 1328. Ball games were important to Gauls before the Franks’ invasion. In 470 of the Common Era, the Christian Church used the passing of the ball as part of the Easter celebration. The French monarchy and nobility, who enjoyed a life of leisure, were supported by the Church. One of the cottages used as a resting place during the royal hunt became the world-renowned Versailles with its vast and luxuriant gardens. It is now one of Europe’s most popular tourist attractions.

Eventually France’s contact with the Italian principalities, which led the Renaissance in Europe, led to the adoption of many Italian customs, including the festival. The annual Italian Carnavalesque was adopted by the Franks and sanctioned by the church. It was an event that allowed the participants to vent their high spirits they had stifled for a year.

Fencing, also borrowed from Italy, was a form of combat among the nobility. It became a sport when the mask and the en garde position were used. The French nobility refused to follow the Italian example of opening their vast estates to the public. Versailles and similar palaces and gardens only became public places after the French Revolution.

Jean-Jacques Rousseau, a French-Swiss writer and philosopher, is regarded by many as the father of naturalism, the philosophy that claims the “natural” man as virtuous. Although his philosophy was not accepted by the French elite, it was later adopted in Germany. For instance, the concept of youth hostels, which encourages the young to travel on foot or by bicycle, was adopted there first. Now it is a world-wide movement.

The French Revolution was not as generous with days off as were the monarch and the church. Instead of having 52 Sundays off work, the revolution adopted a 10 day work week, which meant only 36 days off a year. Also, the revolution tried to curb the number of holy days (holidays).

The shock of the revolution was finally reduced when the French celebrated the beautiful age, la belle époque, in the late 1800s. Bicycling became the national sport, led by the Tour de France. Yet the common worker continued to put in 10 hours a day for 6 weeks and it was not until after World War I that the number of hours was reduced to 8. The 12-day annual vacation granted to workers in 1936 became 18 in 1956 and to 24 in 1969. In addition French workers receive 10 paid holidays a year.

Germany. The Germanic people north of Rome became Roman subjects and adopted Christianity. They became part of the Charlemagne Empire in the seventh and eighth centuries. They opted for independence, both political and religious, under the Holy Roman Emperor, Otto I.

German monks liked to play a game which they called kegels, a term still used to describe bowlers in the U.S. The object of the game was to aim wooden balls at a kegel, a target, that represented evil.

A protest by devout German churchman Martin Luther led to the rise of a new movement in Christianity known as Protestantism. Despite Luther's devotion to religion, he did not discount the value of recreation and leisure. Some of the future leaders in this movement discarded those values.

Attempts at both independence and unification of these Germanic tribes continued. Napoleon was able to dissolve one union in 1806. A new spirit of nationalism was renewed a few years later, this time characterized by extreme nationalism revolving around physical strength and prowess.

One of the German leaders, Johann Gutsmuth, is considered the father of physical education. His book, *Gymnastics for Youth* (1793), was seminal in the physical education movement.

Friedrich Jahn became the champion of gymnastics, a program intended to build the youth of a united Germany. It was to take turn in the turnplatz, the German playground. (It must be noted that the first physical education programs in the U.S. were patterned after the German system. Ball games were not introduced into the American public school until Luther Gulick formed the New York Athletic Association in 1913).

This extreme spirit of nationalism led to two world wars. Needless to say, Hitler's *Mein Kampf* (my struggle) showed how this spirit was exploited.

Germany was split into two countries after its defeat in World War II. West Germany was an open society. East Germany fell under communism and developed a system of sport similar to the one that Hitler tried to form. Any means was used to prove that the system produced champions.

In 1989, the two Germanies were reunited with the dominance of the western regime. West Germany subsidized many of the leisure pursuits of its citizens and still does so. The price of tickets to cultural activities such as plays, musicals, and operas are very inexpensive there. The many museums, for which Germany is famous, are very popular with the public.

The German people still believe in the importance of physical fitness. Gymnastics and jogging top the list in participatory sports and soccer tops the list in spectator sports.

The pagan and medieval festivals have evolved over the years into world-renowned events such as the Oktoberfest. There are other festivals which are not known outside Germany, such as the Fasching in Bavaria.

Australia. The Australian Aborigine is a unique ethnic group, living extremely simply, with no agriculture, pottery, or basketry. Their ritualistic activities were done with pleasure. Their number dwindled drastically after the conquest of their native land by White people in 1788.

Australia began to participate in world affairs when it entered World War I. The recreational services provided to the enlisted people during World War I was expanded into a national plan. A cabinet position was to be established for tourism and recreation but was not materialized.

- Many of Australia's sports are of British origin such as cricket, tennis, and soccer. Australian football is unique in that it is a combination of soccer, rugby, and American football.
- Australians insist that the concept of a national park is theirs and not America's. The only thing is that they implemented late. Port Hacking was designated a royal national park in 1881. (Yellowstone was designated a national park in 1872).
- In spite of its small population, Australia fares well in international competition. Physical education is compulsory and love of sport permeates the society.

The Eastern Bloc

Although the communist hegemony over Eastern Europe has ended, the countries of that region were different from Western European countries to start with, perhaps because of the influence of the Eastern Orthodox church. Under communism, the idea was that leisure should be used to increase productivity and to inculcate the citizens with the virtues of socialism.

The Commonwealth of Independent States. This is the name of a loose federation to replace the defunct Union of Soviet Socialist Republic (USSR). The largest country in this new group, as was the case in the USSR, is Russia.

- **Russia.** When soccer was introduced at the turn of this century, the monarch and the aristocracy saw it as a possible palliative against the unrest of the masses. The sport was encouraged under communism as a means of building the character of the young citizens.

Although the communist rule was oppressive, among its positive outcomes is the 40-hour workweek and the 21-day annual vacation. The communist regime began to reward those who adhered to their ideology by providing them with inexpensive, in fact almost free, vacations. The *dasha*, a country cottage, was, and still is, a very desirable place to spend a few days.

Looking at physical fitness as an important means of enhancing productivity, the communist regime organized many activities in this regard, including an internal tournament among the members of the USSR known as the *Spratakiad*.

The communist regime in Russia and elsewhere tried to prove that its system was working and used sport as a showcase. The fact that world-class athletes were produced under that regime does not mean that sport and physical activity had no grass root foundations in Russia. In fact, red tape was such that classification of land did not include designation for recreation and it was difficult to establish a park. Eventually, in 1971, the Moose Island National Park was established near Moscow, a city of 10 million people in need of open space.

Poland. This country had been unable to forge a national identity for years because it is surrounded by threatening neighbors. In recent history, it was swallowed by Germany in 1939 and fell under Soviet hegemony after World War II.

Under communism, the Poles gained some measures of advancement where leisure and recreation are concerned. For instance, annual holidays and vacations, and cultural and recreational opportunities were provided.

- The home is the center of the recreational lives of the Polish people where the three most popular activities take place: visiting, watching television, and gardening.
- The cafe serves as another social center, particularly among the residents of urban centers.
- Urban residents have indicated an overwhelming desire for open space and parks in their cities.
- Today, little change has occurred after the communist rule came to a grinding halt. Workday is 8 hours and the workweek is still 6 days.

The Developing World

These are the countries that tried to stay outside the ideological struggle that took place after World War II between the West and the Soviet blocs. They also share the fact that they are developing nations in contrast to the already developed nations of the West, Australia, and Japan.

If the paradigm discussed earlier in Chapter 7 on the level of economic development is applied to these countries, they would fall in the first category—the primary economy in which most of labor force is in agriculture. For instance, almost 80% of India's labor force is in agriculture in comparison with 3% in the United States.

Mexico. The heritage of this society kept it from being of the same orientation as its northern neighbors, Canada and the United States. This is the land of the Aztecs and the Mayans, who were discussed in Chapter 2. The Spanish Conquest in the 16th century added a particular dimension to the lifestyle of the people who live in Mexico. There evolved a unique combination of Catholicism and native culture. Today, colorful rituals take place honoring Christian events, while traces of the Aztec and Mayan cultures can still be seen.

- Fiestas take a whole day, and there are many of them, perhaps because there were many of them among the Mayans and the Aztecs.
- One ritual feature is *el valdor*, a flying pole performance in which 4 participants hook their feet to a rope and jump from a high distance. (Perhaps this performance paved the way for bungee jumping.)
- An activity that took place among wealthy Mexicans decades ago is known as *paseo*, in which people paraded their decorated carriages and elegant horses. (Among the many leisure activities in which the Chicanos of southern California

participate today is cruising, when a man parades his souped-up, sometimes highly decorated vehicle up and down the streets.)

- Many years ago, the owners of small Mexican ranches held contests in horseback riding skills at *charreadas*, the predecessor of the rodeo of the American West.
- Bullfighting has been seen in parts of southern Europe for a long time. It was brought over by the Spaniards to the New World. Originally, an activity for the wealthy, now everyone can attend. (This is similar to the situation where horse racing in England and colonial America was open only to people of means.)
- Two more popular sports are jai alai, of a Basque origin; and soccer, of English origin.

A marriage announcement through music, an activity introduced in Mexico by the French led to a form of music which is distinctly Mexican, the mariachis. The village plaza, where that form of music is usually played, has become the social and the recreational center of the community.

India. Despite attempts to end the caste system, it is still followed in this society. While the average citizen struggles, the wealthy in India live in luxury.

- Hinduism tolerates gambling and the well-known board games such as backgammon, parcheesi, and cribbage came from India.
- Chess is the most popular board game. A chess match used to take a long time, a practice which could not be tolerated any longer in the West. Chess moves are now timed (This is a good example of how a value of one culture, the West, which puts a premium on time, is changing the way a traditional leisure pursuit is pursued.)
- Dancing is still an integral part of religious rituals.
- Temples organize parades led by musicians with idols placed on oxen-drawn carts.
- Many days off are of religious origin (i.e., Hindu, Muslim, and Christian).
- The one contemplative activity of the past, yoga, is becoming a popular pastime in the West.
- In the villages and the country-side, the extended family is the only agent for socialization. (In the West, school, youth agency, and the media are influential socializing agents.)
- Traditions do not allow boys and girls to play together.
- A very small percentage of India's people are city dwellers whose recreational activities are not that different from the recreation of a city dweller any place else.
- Perhaps more enigmatic is the fact that India is the largest producer of movies in the world, most of its productions are for local consumption.
- The concepts of a club and hill station were introduced by the British. The club is closer to the American notion of a country club. The hill station is a retreat in the mountains in the north. Although hunting of the famed Indian tiger is prohibited, many people from the West go to photograph it as they do the one-horned rhinoceros.

Egypt. Pharaonic Egypt gave way to the Greeks, the Romans, the Arabs, the French, and the British. But the greatest influence today is that of the Arabs who brought Islam to Egypt. The Islamic Empire, of which Egypt was a part, extended from the Atlantic on the west to India, parts of China, and Indonesia in the East. The contemporary Muslim population of around a billion do not speak the language of the Qur'an, the holy book of Islam, but the Arabs do. The term *Arabs* describes the people who share the same language, culture, and history. Egypt belongs to that group. (Review the section on Islam in Chapter 2.)

- Among the pastimes of the wealthy in the past were horseback riding, hawking, and playing chess.
- Women spent more time in the hammam, the public bath, which became the social and recreational center for some of them. This facility is considered the revival of the Roman therma.
- Sometimes women were entertained by dancers at their homes, the prelude to belly dancing.
- The common people celebrated holy days, such as the birthdays of Muhammed and his grandson Hussein, in the open spaces adjacent to the mosques. A tiny entertainment circle would develop consisting of dancers, sleight-of-hand tricksters, tightrope performers, and monkeys.

The Muslim Sabbath, Friday, is celebrated by a community prayer at noon. Other than that, the Muslim can spend the rest of the day as he or she pleases.

- Today soccer matches are attended or shown on that day. Other modern sports in which young men, but not as many

young women, participate in basketball, volleyball, and team handball. (Team handball is hardly known in the United States. It is similar to soccer, except that the hand is used to aim at a goal. There are 11-player and 7-player teams; the latter is more popular since it only requires a field the size of a basketball court.)

Although there is a need for open space in the crowded cities of Egypt, located along the narrow strip of the Nile, the 1200-mile shoreline provides a haven that everyone seeks during the hot summer months.

China. The traditions in this society are based on family sanctity as the cornerstone of Confucianism philosophy. Its educational system that trained wealthy young men to become government officials included ritual.

- China's poor were not serfs in the literal sense of the word.
- With increased trade, a merchant class evolved and began to consume activities in emulation of the upper class.
- The market place became the "pleasure grounds," a place for a type of amusing leisure with plays, puppetry, and music.

Foreign powers had been interested in China for years. In the last 200 years, it was invaded by the British, French, Russians, and Japanese. The Boxer Rebellion ended the monarchy in 1912, and China became an unsteady republic until it fell to communism in 1948.

- The communist regime tried to train the young with their ideology, beginning with toddlers.
- They believed that toddlers should be allowed to play useful "play" whatever that may mean (pulling weeds was given as an example of useful play).
- Sports, in communist thinking, are means of demonstrating the superiority of the system. Thus, the typical sports played in the West are encouraged there.
- The regime introduced what is called a cultural park, a combination of amusement park and a community center. Watching television is very popular among the visitors of the cultural park because very few families have a television set.
- The Chinese opera is more of a musical than an opera, and its themes are controlled by the communist government (even the theme that would glorify China's past was prohibited at one point).
- The communist regime is trying to replace the number of traditional holidays with more secular themes, such as children's, youth, and women's days.

ACTIVITIES

- Visit a nearby museum that may hold artifacts and/or information on one of the countries presented in this chapter.
- Invite to the class one or more of the international students who are from the countries listed in this chapter. They may want to talk about recreation in their countries. (The International Studies Office is a good source of information in this regard.)
- Invite a faculty member who is an expert on one of the societies discussed in this chapter. Limit the talk to social life in that society.
- Ask the students to attend the cultural fair if one takes place on campus.
- Pay a visit to an ethnic restaurant that is related to one of the 10 countries presented here. It would be nice if ethnic music is played there.

RESOURCES

Annotated Readings

- 1) Dare, B., Welton, G., & Coe, W. (1987). *Leisure in western thought*. Dubuque, IA: Kendall & Hunt.
This book provides the philosophical bases for leisure in western culture. It includes a plethora of quotations from the philosophers of many European countries.
- 2) Ibrahim, H. (1991). *Leisure and society*. Dubuque, IA: Brown & Benchmark.
This book offers an overview of the evolution of leisure through primal, intermediate, and modern societies. A section is provided for the concerns and constraints of leisure in modern societies.
- 3) Lane, E. (1836). *An account of the manners and customs of the modern Egyptians*. New York: Dover Books.
Reprinted in 1973, the book was written by an actual observer of life in Egypt in 1836. A glimpse into the life of a people over 150 years ago provides a unique opportunity to discover the ties between leisure and ritual and the evolution of these activities over the years.

- 4) Prosser, A., & Rutledge, A. (2003). *Special events and festivals: How to plan, organize, and implement*. State College, PA: Venture Publishing, Inc.
Special events and festivals have become important features in communities throughout the world. This book explores this concept and assists those responsible for planning special events, including large, multiday festivals to one-day community activities.
- 5) Schmader, S., & Jackson, R. (1997). *Special events*. Urbana, IL: Sagamore Publishing.
Club leaders, schools, community organizers, and fair/festival planners will also find this book helpful in establishing a start-to-finish master plan for special events.

9

DIVERSITY AND INCLUSIVENESS

CHAPTER OVERVIEW

This chapter begins with the changing face of leisure participation and the drastic alteration in age groups and ethnicity in the American demographic scene. Changes in the social structures are also discussed.

All of these changes require that the leisure profession and the leisure delivery system provide activities that are suitable for a diverse population. In other words, the contemporary leisure program must be inclusive.

LEARNING OBJECTIVES

After reading this chapter, the student should be able to do the following:

1. Understand the changes that have taken place in the demographics of America.
2. Understand the need for the changes to take place and the type of services to be offered to a diverse population.
3. Appreciate the role played by women in the leisure and sport scenes in the United States.
4. Appreciate the role played by men in the leisure and sport scenes in the United States.
5. Discuss the possibility of finding a middle ground between two attitudes over competition in sporting activities.

CHAPTER OUTLINE

A World of Difference

This introductory segment prepares the student to deal with the question of diversity and inclusiveness by showing several people of different ages and backgrounds discussing their leisure pursuit experiences.

The Changing Face of Leisure Participation

Although some barriers may still exist in the way a person participates in leisure pursuits, these barriers are not societal but are often personal.

Population Dynamics. A drastic change in the composition of the United States population is taking place today.

The increase among African Americans and Hispanics is a result of high birth rate among these groups. But the increase in the Asian/Pacific Islanders is a result of the changes in the immigration pattern. The U.S. population of people of color continues to increase.

Toward Equality. The call for civil rights culminated in the movement of the early 1960s. The Civil Rights Act ended legal discrimination and ensured equal opportunity in all services, including leisure services.

The Global Village. Because of technological advances, our world is looking like a global village. Interaction, flow of ideas and exchange of information are at a much higher and faster rate than before.

Toward Diversity. As indicated in the opening quote of this chapter, President Carter used a beautiful mosaic instead of a melting pot to describe the mixing of all of these different groups of people. Not only is the diversity increasing among individuals, but also among dyads, arrangements and groups:

- A single-sex dyad entered the picture
- Several new family arrangements appeared (single- parent, step-family, joint custody).
- Several “new” groups must be served in recreation.
- However, race is not as useful in providing recreational opportunities as ethnicity.
- Ethnicity refers to the commonality of a large group that could be racial, cultural, linguistic, religious, or tribal.
- The specific cultural traits of groups should be considered when planning a recreational program. For example:

- Hispanic youth have a strong sense of loyalty to family.
- African-American youth are very sensitive to the moods of others.
- Native American youth prefer private experience before jumping into the limelight.
- Success in working with these groups does not necessarily require a professional leader of the same ethnic background.
- Another element in the mosaic are persons with disabilities. It is estimated that about 20% of the adults in the United States have some form of disability.
- Other groups that may benefit from recreational opportunities are the socially deviant, adult convicts, and persons who abuse substances.

Bridging the Gap Through Leisure.

- **The Girl Scouts of the USA** welcomes persons of all backgrounds.
- **Anytown, USA** brings youth of diverse back grounds into experiences that confront bias.
- **Major cities have cultural festivals** intended to bring people together regardless of age or ethnicity.

The Family

There are several changes in the family structure that affect both participation and the planning of recreational activities.

- The number of households headed by a single parent has increased.
- Women head millions of households.
- Women from all social classes and lifestyles are having babies outside of marriage.
- Step families are common.
- Many single men and women are adopting children and some women are having children on their own.
- **Family Leisure Planning.** Surveys show that a large percentage of respondents feel that spending time with the family is important. Marital communication increases but also conflict over the type of leisure, such as which TV program to watch, may occur.

Marketing leisure offerings must be done with care. All aspects of contemporary family structures should be considered. For example, the offering of child care services may encourage some mothers to attend.

Lack of time, information, and interest may stand in the way of participation in a family oriented recreation program. Offerings that overcome these barriers should be considered. The following have been suggested:

- Parent-child programs
- Programs at home
- Parent as participant
- Emphasis on family experience
- Inexpensive offerings
- Timing

Nature-related activities, hobbies, music, co-ed sports, genealogy, and aquatics are among the most successful programs for families.

- **Intergenerational Programming.** The bond between grandparents and grandchildren is surpassed only by the bond between parents and children. A bonding relationship between the older generation and the younger one can prove to be very beneficial for both. Recreation can play an important part in this bonding. Most Americans over 65 years of age are grandparents, and they provide a good pool for possible intergenerational programming.
- **Expanding Opportunities.** Youth service organizations such as the Girl Scouts and Boy Scouts have programs that include intergenerational recreation programs such as gardening, telling stories, and birthday celebrations in retirement and nursing homes.

This type of interaction is beneficial to some teenagers who may benefit from a change to their attitude toward senior citizens. Nature and craft programs are successful in these programs.

- **Successful Programming.** Family and intergenerational programs are effective when
 - Competition is deemphasized
 - Community feeling prevails
 - Achievement is attained

- Sense of caring is felt
- Knowledge is transferred

The Gender/Sex Factor

While the term *sex* defines the physical characteristics attributed to a person, the term *gender* is used to describe the behavioral, cultural, and psychological traits associated with one sex.

Androgyny. This term is used to describe a rare situation of a male having some physical characteristic of a female. The usage has changed to describe a person of either sex whose behavior incorporates the attributes of both genders. These persons can be both decisive and aggressive but also tender and nurturing.

Changing Gender Roles. The female role in American society has been redefined in light of the changes that evolved over decades. The same has happened to the role of the male in the society. His role is no longer the tough, achieving, unsentimental person.

Sports, Recreation, and Gender. Years ago, the competitive edge in sports led to the calling of men who were not aggressive enough to be called sissies or girls, and women who participated in sports and were aggressive were called tomboys. However, these attitudes have changed.

- The majority of adults accept sports as appropriate for girls.
- Women's intercollegiate sports are on the rise.
- Equal opportunities for both sexes have improved but more is still needed.

History of Women's Sports and Recreation

Early women settlers of America found time to participate in whatever leisure pursuits were allowed them at the time. Wealthier women enjoyed a wider range of activities.

- With industrialization and urbanization there emerged a new middle class. Women found more free time to pursue nonstrenuous activities. Women of this class, both in the United States and in Victorian England, were considered too frail to participate in strenuous activities. Dancing was the primary physical activity in which a woman could participate.
- During Reconstruction, after the Civil War, women participated in some recreational activities such as lawn bowling, archery, croquet, and baseball.
- Wealthy women joined their husbands' country clubs for horseback riding, golf, and tennis.
- With the commercialization of the bicycle, American women took to the road in their newly invented loose trousers gathered at the knee, dubbed bloomers after its creator, Amelia Bloomer.

School-Sponsored Sports. Basketball for women was introduced at Smith College in 1892. A modified version of the rules was adopted in 1899. In 1917, the Committee on Women's Athletics was formed. As women's sports became more competitive, female physical educators protested. The president of the Girl Scouts, Lou Henry Hoover, formed a committee to study the matter and concurred with the physical educators. Sports competition among college women came to a halt. Competition resurfaced again in the 1930s, and women began to form leagues under the Amateur Athletic Union (AAU).

A League of Their Own. A movie was made about the All-American Girls Baseball League, which included about 600 women who played 110 to 116 games a year between 1943 and 1954. The formation of the Ladies Professional Golf Association (LPGA) and the Professional Women's Bowling Association also played a part in women's re-entry in competitive sports.

Return to Competition. When competition returned to collegiate women's sports, two associations were formed to govern their sports: The Girls Athletic Association (GAA) and the Women's Recreational Association (WRA). The American Alliance for Health, Physical Education, Recreation, and Dance had, before its expansion, a section called Girls and Women's Sports. This group published strict guidelines for competition. In 1971, the Association for Intercollegiate Athletics for Women (AIAW) was formed, which oversaw intercollegiate athletic competition for women. A year later the Congress of the United States passed the Educational Amendment Act. This act included a title, Title IX, which prohibited discrimination on the basis of sex with the threat of losing federal financial aid.

The Drive Toward Equality. In 1973, Billie Jean King defeated Bobby Riggs in tennis. One year later, Little League Baseball opened its doors to girls. More women than previously were now participating in sports. In 1975, the National Collegiate Athletic Association (NCAA) lifted its ban on women's sport. AIAW resisted that move, and in 1982 it lost a court battle to prevent NCAA from sponsoring women's sports.

Positive Results and Challenges. Participation in sports and recreational activities by women increased drastically in

the following decades, not only in the United States, but worldwide. For instance, the number of female Olympic competitors rose from 781 in 1968 to 3,008 in 1992 and 4,069 in London in 2012. However, today's female athletes are only about half as likely to have a female coach as they were prior to the passage of Title IX in 1972. Although improvements and benefits due to Title IX are vast, the work is not over. Studies report that too many schools that receive federal funding continue to ignore the requirement for gender equity.

History of Men's Sports and Recreation

Despite the attempts by the Puritans to prohibit sports and recreation among the early settlers, English forms of several sports were adopted: horseback riding, ball games, and rowing.

Athletic clubs were formed as industrialization and urbanization were increasing in the United States. College students began to organize their own sporting activities. Even after the introduction of some professional sports, Whites and Blacks had separate leagues.

- Because of the increased number of injuries, the NCAA in 1906 was formed to oversee men's sports.
- During the Depression, increased free time gave recreation a boost. The federal government introduced the concept of building recreational facilities as a measure to combat unemployment.
- Upon the return of the soldiers after World War II, college sports witnessed a boom again.
- To provide a balanced view of college sports, in 1962 the NCAA defined four broad areas of interest: physical fitness, skill development, social development, and recreation.
- Within a decade, there were questions about the character building benefits of sports participation.
- In 1990, a survey revealed that 75% of Americans and 81% of the faculty in institutions of higher learning believed that intercollegiate athletics was out of control.

A Rite of Passage. Using van de Gennepe's useful term, young American males participate in sports as a means of moving from one phase of life to another to become men. But because several young males do not pass through the test (i.e., participating on a school team); what is the impact of this on them? Do they find other means, sometimes destructive, to prove their masculinity? (Discuss Closer Look in class.)

The idea that sports is manly dates back to the middle of the 19th century when physical prowess was equated with moral strength. By the end of that century, spectating was also thought to instill the value of sports in fans.

Toward A New Definition. Success in sports and work does not necessarily lead to success in relationships. Such realization may have led some males to try to define success in areas and activities other than sports. Less skilled athletes are often subject often to alienation. For others, the end of a sports career means a major life transition in which values may be more important than material rewards. To live a balanced life, the ability to develop intimate relationships is a must. Perhaps equality between men and women helps in this endeavor.

Activities for a Diverse Population

Diversity has become an important element in the structure of the U.S. population. Following are some possible means to meet the needs and desires of the members of both this new demographical element and the traditional ones.

Fitness. A broad spectrum of fitness programs is offered for people from all walks of life. While fitness programs account for a portion of all municipal park and recreation department offerings, more are sport specific. Other agencies that offer these activities are youth service organizations, such as the YMCA, YWCA, YMHA, and YWHA.

Children and Fitness. When it was discovered as early as 1954 that American children were not as fit as desired, President Eisenhower formed the President's Council on Physical Fitness and Sports. In 1980, of the children between 6 and 17 years of age who were given the Council test, 43% passed. In 1991, only 32% passed. It is believed that more than 1 out of 6 children is physically underdeveloped and more than 6 in 10 are overweight.

Children At Risk. Some experts believe that the lack of adequate physical fitness may lead to possible circulatory system risks. Improper diet and increased television watching could also be responsible. The term *couch potato* has been used to describe an inactive lifestyle. Many children are not supervised after school. Concern is growing about these latchkey children.

Reversing the Trend. Few states require daily physical activity in schools for grades K-12. Attempts at changing the situation began in 1990 with a report from the Secretary of Health and Human Services to increase physical activities among the nation's children. Programs that are not as structured as organized sports could be offered by municipalities.

- Elements of a successful program include intrinsic incentives, the right kind of success, and appropriate reasons to be active.

Adult Fitness. According to the Centers for Disease Control, few adult Americans exercise long enough to achieve cardiovascular fitness.

And most adult Americans do not engage in 30 minutes of light exercise a day to be fit. Many who enroll in a health club do not return after the first time, yet Americans spent billions on fitness equipment and this market, is expected to grow. Perhaps there is more exercising at home than is thought because Americans are expected to live longer. Many find fitness programs boring, and there is a need to develop new ideas. Among the activities in which adult Americans participate is walking. (How many municipal departments of parks and recreation offer programs centered around walking?)

Programs for Seniors. Lack of activity among senior citizens lead to muscle atrophy, an important element in physical decline. Walking and water aerobics are useful in this respect.

Fitness: A Necessity. Although being fit makes the person feel good, there is also a societal factor that should be considered where fitness is concerned. Many Americans die from cardiovascular failure as from all other diseases combined. Moreover, medical care is expected to continue to increase. Conventional wisdom dictates that physical fitness practices should become an integral part of the leisure lifestyle of the typical American citizen.

Outdoor Recreation

The wide range of activities conducted outdoors such as hiking, camping, fishing, boating, and birding provide experiences that are emotionally and spiritually rewarding.

- Greater demand for these activities began at the end of World War II.
- The physical environment became threatened from overuse.
- Attempts were made in the 1960s and 1970s to solve the problems in outdoor recreation.
- President Reagan established the President's Commission on Americans Outdoors in 1985.
- The demand for outdoor recreation was growing faster than the population.
- Walking for pleasure will continue to be the most favorite outdoor activity.
- High-speed/hi-tech activities are expected to increase.

Changing Trends. Hiking and backpacking are desirable outdoor activities and the need for trails that are placed near urban centers is increasing. In 1991, the Congress of the United States passed the Intermodal Surface Transportation Efficiency Act, which provided federal funds for trails, greenways, bicycle paths, and walkways.

Risk and Adventure. Some of the activities that are increasing in popularity among the American public are the ones that require some risk, such as canoeing, kayaking, hang gliding, and hot-air ballooning. Such activities can lead to improved self-image and modification of fear levels. Other activities are more risky, such as bungee jumping.

Women's participation. While American women avoided outdoor activities in the past, the picture has changed. The rate of increase of participation by women in these activities is faster than that of the men's.

People with Physical Challenges. More and more people with physical challenges are participating in outdoor recreational offerings. Many organizations are geared to provide these opportunities such as the United States National Disabled Waterski Championships, the Annual Bass Fishing Tournament for the Physically Disabled, the Annual Handicapped Riders Event, and the National Speedskating Championships.

Family Adventure. Sharing a leisure experience is an important method in bonding. The need for special outdoor equipment that facilitates and enhances the experience includes specially fitted packs for children and external-frame baby packs. Tandem cycling and kayaking are also becoming popular.

Hobbies and Crafts. Hobbies are becoming a part of Americana.

- Philatelists (stamp collectors) typically spend more than a hundred a year per person on the average.
- Other hobbies include gardening, gourmet cooking, and creative writing.
- Most American households have at least one craft hobbyist.
- Recreational crafts are offered in recreation centers, camps, and cruises.
- Crafts are very useful tools in bridging intergenerational gaps.
- Crafts can be used with the physically and mentally challenged.
- Crafts can be used as a means of appreciating cultural diversity.
- Hobbies and crafts are important vehicles for self-expression and could become lifelong leisure pursuits and the basis for entrepreneurial ventures.

- Crafters' Guild and American Craft Council offer information on many crafts.
- The Small Business Administration publishes a variety of free and low-cost pamphlets on entrepreneurial possibilities.

Cultural Activities. Art, music, and drama are offered in many parks and recreation departments. Their importance has led many departments to either engage the services of specialists in these cultural activities or retrain their own employees to handle them.

- **Learning Opportunities.** As was shown in a previous chapter, learning takes place during leisure pursuits and recreational activities. Learning to draw and paint, to dance and carve, to photograph and film, and to weave could be provided at a low cost in a local park and recreation department.
- **Cultural Events.** When offered through a public agency, these activities make it possible for a greater number of people to attend them since the cost of cultural events that are offered through the private sector are rather expensive. Plays, concerts, and musicals are now offered in many public parks and municipal recreation facilities.
- **Park Art.** This term is used to define the dressing up of parks and jogging trails when sculptures, murals, and other art pieces are placed in the area.
- **Making the Commitment.** Cultural activities enrich the aesthetic experience of recreationists, add to civic pride, and accentuate a wholesome leisure experience. To encourage this trend, the National Recreation and Park Association established the Dorothy Mullen National Arts and Humanities Award for the most innovative and enriching cultural program in the country.

ACTIVITIES

- Invite the director of athletics of your college or university to discuss Title IX of the Education Act.
- Visit a nearby recreation center. Find out if the offerings meet the needs of a diverse population.

RESOURCES

Annotated Readings

- 1) Acosta, R., & Carpenter, L. (2012). Women in intercollegiate sport. A longitudinal, national study thirty-five year update 1977-2012. Unpublished Manuscript. Retrieved from www.acosta-carpenter.org.
The excellent researchers provide useful statistics regarding female athletes.
- 2) Allison, M., & Schneider, I. (2008). *Diversity and the recreation profession: Organization perspectives*. State College, PA: Venture Pub., Inc.
Diversity issues are discussed with approaches to solve them.
- 3) Barseghian, T. (2007). *Get a Hobby*. NY: William Morrow Pub.
This book offers an overview of the hobby, history, and resources. A quiz is available to try to match character to a number of specific pastimes.
- 4) Dattilo, J. (2012). *Inclusive Leisure Services*. State College, PA: Venture Publishing, Inc.
This book encourages attitude development along with actions that promote positive attitudes about people who have experienced discrimination and segregation. Strategies to provide meaningful leisure participation by all participants are given.
- 5) Freysinger, V., Shaw, S., Henderson, K., & Biateschky, D. (2013). *Leisure, women, and gender*. State College, PA: Venture Publishing, Inc.
In seeking to gather current information about leisure issues relevant to girls/women and boys/men, various researchers are gathered to provide information regarding their research and future direction.
- 6) Hawkes, S. (1991). *Recreation in the family*. NY: Lexington Books.
After 60 years of family leisure research, the author was able to conclude that family strength and cohesiveness is related to the use of leisure time.
- 7) Hoeger, W., & Hoeger, S. (2011). *Fitness and wellness*. Independence, KY: Cengage Learning, Inc.
Clearly covers a wide range of information about fitness, health and wellness designed to encourage a healthier life among college students.

- 8) Ibrahim, H., & Cordes, K. (2008). *Outdoor recreation*. Urbana, IL: Sagamore Publishing.
This book looks at outdoor pursuits from sociological and psychological perspectives. A chapter on recreational activities in the natural environment also covers adventures in the water, in the air, and on the ground.
- 9) Messner, M., & Sabo, D. (Eds.). (1990). *Sport, men and the gender order*. Champaign, IL: Human Kinetics Books.
This book forges a new understanding of the traditional relationship between men, women, and sport. It also takes a look at familial and racial issues in sports as well.
- 10) Paisley, K., & Dustin, D. (Eds.). (2011). *Speaking up and speaking out*. Urbana, IL: Sagamore Publishing.
This book explores the role of parks, recreation, and leisure in promoting social and environmental justice.

10

PROVIDERS AND RESOURCES

CHAPTER OVERVIEW

This chapter discusses the providers and resources of recreational opportunities and leisure pursuits. The providers and resources are divided into four categories.

First are public providers and resources from the federal, state, and local levels. On the federal level, the National Park Service, the United States Forest Service, the Bureau of Indian Affairs, the Bureau of Land Management, the Bureau of Reclamation, the Tennessee Valley Authority, the Army Corps of Engineers, the National Oceanic and Atmospheric Administration, the United States Fish and Wildlife Service, the National Wilderness Preservation System, the National Wild and Scenic Rivers System, the National Trail System, and the National Scenic Byways Program are discussed along with their roles in recreation.

The state providers and resources such as state parks, state forests, state beaches, and other state services are presented. The historical development of local providers and resources such as local parks and recreation departments are also discussed.

The quasi-public providers such as secular youth organizations, religious youth organizations, community centers, arts and cultural organizations, and preservation societies are discussed.

The role played by private providers and resources such as sport and outdoor clubs, social clubs, special interest groups, and adult service clubs is presented. Commercial providers such as retailers, amusement and theme parks, malls, restaurants, camps and campgrounds, and tourism services are discussed next. This is followed by the providers of recreation services to employees, military personnel, and college students.

LEARNING OBJECTIVES

After studying this chapter, the student should be able to do the following:

1. Trace the development of recreational services in the United States.
2. Appreciate the role played by the three levels of government in providing recreation to the people.
3. Understand the role of the quasi-public agencies in providing recreational opportunities to many persons.
4. Understand the role of private agencies in the recreational life of people.
5. Understand the impact of commercial recreation on the local, regional, and national economy.
6. Develop an awareness of the multitude of career opportunities.

CHAPTER OUTLINE

A World of Difference

People travel hundreds of miles to gamble in the casino located on an Indian reservation in southern Montana. “The strip,” as it is called, provides jobs for many Native Americans, who otherwise would be unemployed. A young native woman is pondering the question: to what will this lead our people?

Public Providers

Public lands, in government custody, provide great possibilities in outdoor, and sometimes indoor, recreation offerings (see Figure 10.1). Yet the possibility of abusing this national treasure exists. “Take Pride in America” is a national awareness campaign designed to encourage wise use of America’s public lands, which amount to more than 25% of the total acreage in the United States.

Federal Providers and Resources.

- The number of visits to federal areas is shown in Figure 10.2.

- The National Park Service, the U.S. Fish and Wildlife service are single-use agencies (sometimes called restricted use: preservation).
- The U.S. Forest Service, the Bureau of Land Management, the Army Corps of Engineers, Tennessee Valley Authority, and the National Marine Fisheries Service are all multiple-use agencies.
- **National Park Service.**
 - This agency was established in 1916 to protect U.S. natural, historical, and cultural resources.
 - It holds about 84 million acres divided into 390 national parks and other sites.
 - Yellowstone could be considered the first national park.
 - Grand Canyon National Park is considered one of the wonders of today's world.
 - All types of outdoor recreational opportunities are offered in the national parks.
- **U.S. Forest Service.**
 - This agency was established in 1891 as a unit of the Department of Agriculture.
 - It offers recreational opportunities on the 193 million acres under its jurisdiction.
 - About 19% of its lands are designated wilderness area and are protected by law.
 - Debate is raging over its multiple use policy and the need to protect vanishing resources.
 - Demands for outdoor recreational opportunities have reached the point of saturation.
 - This agency manages a multitude of other areas with recreational potential (rivers, monuments, scenic areas, and national recreation areas).
- **Bureau of Indian Affairs.**
 - This agency was established in 1824 to help tribes manage their own affairs.
 - Many reservations have great outdoor recreational potential.
 - Some tribes have opted for amusive leisure as their source of income: dances, powwows, etc.
 - Other tribes have casinos.
- **Bureau of Land Management.**
 - BLM is the largest real estate agent in the country, having jurisdiction over 264 million acres.
 - All types of outdoor recreational activities can be seen on these lands.
 - Most of the lands are in the western states and Alaska.
- **Bureau of Reclamation.**
 - This agency was created in 1902 to help sustain western states where natural lakes are scarce.
 - This agency built several reservoirs that proved to be of recreational value.
 - Today, this agency manages close to 300 recreation areas.
- **Tennessee Valley Authority.**
 - An independent agency of the federal government, this agency was established in the late 1930s.
 - The main responsibility is to control floods and help in navigation and generation of power.
 - Its jurisdiction covers fifty lakes with more than 1,000 miles of water surface and more than 11,000 miles of shoreline in a seven-state territory.
 - The system of dams and reservoirs built became a source of aquatic recreation for millions.
 - In addition, hiking, bicycling, and camping are provided on its land.
- **U.S. Army Corps of Engineers.**
 - This agency was created in 1802 to promote the use of rivers and land and to conserve the natural environment
 - Today it operates more than 2500 recreation areas oriented around water resource projects in 43 states.
 - It played an important role in surveying Yellowstone, America's first national park.
 - Many recreational opportunities are provided in the projects managed by the Corps.
 - Its projects are adjacent to population centers recording visits by more than 10% of the US population each year.
 - Although it has jurisdiction on only 2% of federal land, it accommodates more than 1/3 of visitations to federal areas.
- **National Oceanic and Atmospheric Administration.**
 - This agency manages the national marine sanctuaries, first established in 1972, that offer divers, kayakers, boaters, birders, fishermen extensive resources. The National Marine Fisheries Service also manages the nation's living resources in coastline waters from 3 to 200 miles out and is committed to recreational fishing opportunities and handles the Marine Mammal Protection Act.

- **U.S. Fish and Wildlife Service**
 - This agency manages 550 national wildlife refuges of over 150 million acres.
 - These areas attract close to 43 million visitors a year.
 - This agency provides visitor centers, interpretive trails, wildlife observation towers, photography blinds, and other facilities.
- **National Wilderness Preservation System.**
 - The objective of this system is to retain the primeval character of certain federal areas.
 - This system spans 107 million acres that are managed by federal agencies: National Park Service, U.S. Forest Service, Fish and Wildlife Service, and the Bureau of Land Management.
 - Before the system was established, the Gila National Forest of New Mexico was protected as wilderness in 1924.
 - The passage of the Wilderness Act in 1964 helped to protect other areas from commercialization.
- **National Wild and Scenic Rivers System.**
 - Enacted by the United States Congress in 1968, the system acts to preserve certain rivers. These rivers are classified as wild, scenic, or recreational.
 - A **wild river** has little evidence of human presence.
 - A **scenic river** is primitive and undeveloped although accessible.
 - A **recreational river** is used for recreation but should also be protected as well.
- **National Trail System.**
 - Established by the National Trail System Act of 1968, this system promotes enjoyment and appreciation and provides greater access.
 - The Act established four classes of trails:
 - National Scenic: Designated by Congress and covers long distances.
 - National Historic: Designated by Congress and recognizes past routes.
 - National Recreation: Managed by public or private agencies and varies in length.
 - Side and Connecting: Provides access to the other three types of trails.

State Providers and Resources.

- The state is empowered by the Tenth Amendment to the Constitution to provide services.
- It operates recreation programs and provides land and facilities.
- It protects natural resources, enforces safety standards, and issues permits and licenses.
- It establishes research and educational facilities.
- It provides recreational services to other state agencies, such as hospitals and prisons.
- It promotes tourism from within and outside the United States.
- It cooperates with the federal government.

Land Acquisition, Expansion, and Recreation.

- The first state park may have been Yosemite which was given to California in 1864.
- Hot Springs, Arkansas, privately operated from 1832, became a national park in 1921.
- New York designated Niagara Falls as a state park in 1885.
- Adirondack Wilderness area became the first state preserve.
- Illinois created the first state agency for state parks.
- The National Park Service organized the first National Conference on State Parks.
- The Depression saw an expansion in state parks with further expansion after World War II.
- The Land and Water Conservation Act of 1965 granted states matching funds to acquire land.
- Today the states have about 78 million acres of land that can be used for recreation.
- Because state parks are close to population concentrations, they are used fully by the public.
- These parks accommodated 725 million day and overnight visitors in 2011.

Local Providers and Resources. Some 3,050 counties and 18,000 municipalities provide recreational activities of all types to the citizens of this country.

- Some of the programs are offered by local public departments of parks and recreation.

- Sometimes the local public department cooperates with the local youth service organizations.
- **History of City Parks.** Since colonial times, American cities provided some open space:
 - The Boston Commons
 - Boston Public Garden
 - Boston Sand Garden
 - “The Emerald Necklace”
 - Central Park
 - More parks during the Depression
- **Funding and Development.** Each local entity needs state enabling laws to raise funds to provide the needed services. Sources include the following:
 - Local taxes
 - Bond issues
 - Donations
 - Grants
 - Assessments
 - Special events

Quasi-Public Providers

These are nonprofit organizations that rely on government support, donations, grants, and other fundraising efforts. They must adhere to certain guidelines to remain tax exempt. All of them have volunteers who serve on their boards, but the management of daily operation is in the hands of professionals.

Secular Youth Organizations. These are organizations that serve youth but are not affiliated nor adhere to a particular faith.

- Boy Scouts of America
 - Founded in England by Lord Baden-Powell, 1908
 - Brought to America by William Boyce, in 1910
 - Granted federal charter in 1916
 - Purpose is to build character
- Girl Scouts of the USA
 - Founded by Baden Powell’s sister
 - Brought to U.S. by Juliet Low
 - Granted congressional charter in 1950
 - Purpose is to help girls learn and grow
- Camp Fire USA
 - Founded as Camp Fire Girls, 1910
 - Now co-educational
 - Focuses on environmental issues
 - Encourage self-reliance
- Boys & Girls Clubs of America
 - Established as the Boys Clubs of America, 1906
 - Now co-educational
 - It has an open-door policy
 - It teaches self-reliance
- Big Brothers, Big Sisters of America
 - Established for children of unstable families
 - Spend regular time with child
 - Time usually spent in recreation

Religious Youth Organizations. These are organizations that started on religious basis and may or may not still adhere to a certain faith.

- Most American young people (30% to 50%) have been involved with one during their lifetime.
- Many of these organizations try to reach underserved youth.

- Some of these organizations provide service to
 - YMCA
 - Established in London by George William.
 - Brought to the U.S. by Thomas Sullivan, 1881.
 - The purpose was to enjoy Christian fellowship.
 - The YMCA now is open to people of all faiths.
 - It is open to both sexes and to all ages.
 - Programs vary from location to location.
 - YWCA
 - Established in England by Mrs. A. Kinnard.
 - The purpose was to provide homes for women.
 - First group in the U.S. was in Boston, 1866.
 - Recreational activities were added later.
 - Today, childcare is part of the program.
 - YM/YWHA
 - Established in the 1840s to serve Hebrew youth.
 - These agencies provide recreational activities.
 - Funded as social agencies for childcare.
 - CYO
 - Established to serve Catholic youth, 1930.
 - Now it helps youth of all faiths.
 - Relies on the parish priest and volunteers.
 - Provides recreational and social activities.

Community Centers. There are approximately 1,000 community centers in the United States. They are regarded as social agencies to serve poor areas.

Arts and Cultural Organizations. These are nonprofit organizations that offer programs that are culturally oriented, such as museums, art galleries, and civic centers.

Preservation Societies. These are other nonprofit organizations that work on the preservation of natural and historical sites.

Private Providers and Resources

The term *private* here does not mean that the agency is profit oriented. Most of the agencies listed in this section are governed in a manner similar to the governance of the quasi-public agencies listed in the previous section. There is a membership fee, and the members elect a board, which set the policy. Daily operations are conducted by a professional staff.

Sport and Outdoor Clubs. Country and athletic clubs, yacht clubs, and private ski clubs.

Social Clubs. Some social clubs are based on ethnicity, political orientation, and neighborhood.

Special Interest Groups. These are associations of persons who share the same interest such as orchids or rifles. The members organize workshops, demonstrations, exhibitions, and sales. The group may have a building of its own or may meet in the local community center or park.

Adult Service Clubs. These are the civic clubs that serve the community in many different ways. The membership is typically of professional and business persons who meet once a week, usually around lunch. These clubs provide recreational opportunities for their members and often sponsor sports programs for the youth of the community.

Commerical Providers

These providers operate their recreation business for profit. These businesses provide goods or service.

Retail: Audiovisual. This is a business that has been growing for years.

- Today, interactive media and electronic games are one of the fastest growing segments in this sector.
- Annual sales are expected to reach \$70 billion.
- Debates are still raging about the effect of these games on the behavior of young people.

Amusement Parks. Jones Woods, New York City, was the first such park. But Coney Island was the first to gain worldwide recognition.

- Amusement parks reached their zenith in the 1920s.
- Government standards closed many smaller ones.
- Skyrocketing insurance forced others to close.
- Theme parks became popular 2 decades later.

Theme Parks. The pioneering adventure of Walt Disney created an institution that is strictly American.

- Disneyland was built on 180 acres in 1955.
- The idea was to entertain both young and old.
- The design was to include a fabulous playground.
- Happiness was the order of the day.
- Within a few years, 30 more theme parks were built.
- These parks are travel destinations.
- Hotels in Las Vegas opted to offer theme parks.
- European investors are building parks in the United States.
- These parks employ thousands of people.

Malls and Restaurants. This is a new trend, to provide recreational activities and leisurely pursuits in the malls and restaurants of America.

- The Mall of America in Minneapolis covers 78 acres and combines retail and entertainment outlets.
- The Mall offers sports bars, nightclubs, and live entertainers. The Mall is a top tourist attraction in the United States.
- Knott's Camp Snoopy is the largest indoor theme park, with 26 rides and other attractions.

Commercial Campgrounds. Almost 67% of the nation's campgrounds are commercially run.

- Most of these campgrounds are located near freeways for easy access.
- Other campgrounds are located near recreation sites for boating, hunting, and fishing.
- Some have swimming pools, tennis courts, restaurants, gas pumps, and a general store.

Camps. Most resident camps are affiliated and operated by quasi-public agencies; others are privately owned. Day camps are sometimes conducted in resident camps.

- Two thirds of camps are co-educational, a few are family camps.
- The American Camping Association has developed national standards for camps.
- Facilities in camps vary significantly. The ACA accredits camps that meet its standards.

Travel and Tourism. The World Travel and Tourism Council claims that travel and tourism is the world's largest industry today and will double by the year 2050.

- Rural tourism is on the rise as many rural communities prepare for an onslaught of tourists.
- Many rustic activities are attracting city dwellers to the country.
- The hospitality industry, hotels, motels, restaurants, and bars are witnessing a surge.
- The abandoned mining towns in the west are being visited by many people.
- Several federal and other government acts are in place to regulate rural tourism.

Providers of Specialized Services

These are services that are highly specialized since they are not provided to the general public.

Employee Recreation. Originated in the 19th century with the advent of industrialization.

- The concept behind it is to improve productivity and employee morale.
- Early offerings were simple: picnics and tickets to the opera and the choir.
- The National Employee Services and Recreation was formed in 1941.
- Lately aerobics and bowling are popular recreational activities.
- Other activities include basketball and baseball leagues and golf tournaments.
- Some companies pay part, or all of the cost, of joining a health club.

- It is believed that employee recreation improves health, reduces absenteeism, builds morale, and helps discourage substance abuse.

Military Recreation. Although recreation was introduced in the military in the early 1900s, it was during World War II that it came into its own.

- The United Services Organization, USO, was formed in 1941 by combining six organizations:
 - The National Catholic Community Service
 - The National Jewish Welfare Board
 - The Salvation Army
 - The Travelers Aid Association of America
 - The YMCA
 - The YWCA
- The mission of the USO is to provide services, including recreation, to the members of the armed forces and their families.
- Celebrities entertained the troops during the war. The annual Christmas Show by Bob Hope was very popular.
- In 1944, the USO had over 3,000 recreation centers.
- Although disbanded after World War II, it was reactivated during the Korean Conflict.
- Today it has 160 locations worldwide.
- Typical recreational activities are offered by the USO.
- In addition to the programs of the USO, many military bases offer recreation programs of their own.
- At these bases, there are separate facilities for officers and enlisted personnel.
- Onboard ships or submarines there is no segregation of officers and enlisted personnel.
- Boxing and bowling seem to be the most popular sports among the military.
- Playing a musical instrument is also very popular.
- Military recreation is successful because it contributes to the readiness of the forces, builds morale, enhances community spirit, and helps in recruitment.
- Camp Adventure offers day and residential camp experience to 750,000 children of military personal.

Campus Recreation. A college or university campus is a self-sufficient community with many recreational opportunities.

- Today the approach is holistic: fitness, outdoor recreation, and dance and not merely competitive sports.
- Intramural sports are offered for those who would like to be participants or spectators.
- Cultural activities, hobbies, and creative writing are also offered.
- Lecture series are arranged through campus recreation.
- Fraternities and sororities are encouraged to provide recreational activities for their members. Sadly activities have at times degenerated into violent hazing, alcohol and drug abuse, and discriminatory behavior and this must be guarded against.

Eldercare Recreational Services.

- Nursing homes, continuing care retirement communities, assisted living, and senior housing facilities, along with community centers help meet the needs of a growing population of senior citizens.

ACTIVITIES

- Invite the director of an organization serving youth to discuss with class the aims and objectives of his or her organization.
- Assign a state to each student and have him or her search the federal and state areas in the state that are providing recreational activities.
- Invite the Director of Campus Recreation to discuss with the class his role, responsibilities, and the major problems he or she faces.

RESOURCES

Annotated Readings

- 1) Bullaro, J., & Edginton, C. (1986). *Commercial leisure services*. NY: Macmillan Publishing Co.
This standard book was written during a period when commercial leisure services were undergoing rapid expansion. The blend of conceptual, theoretical, and practical material offer helpful guidelines to those interested in career development in the commercial leisure service industry.
- 2) Crossley, C., Jamieson, L., & Brayley. (2012). *Introduction to commercial recreation and tourism*. Urbana, IL: Sagamore Publishing.
Containing current, useful information about tourism and commercial recreation, this book offers a basic understanding of a very diverse industry. Management aspects are also discussed.
- 3) Ibrahim, H., & Cordes, K. (2008). *Outdoor recreation*. Urbana, IL: Sagamore Publishing.
The reader is provided with a description of the resources available to the outdoor adventurer. Management of outdoor resources is also explained.
- 4) Meier, J., & Mitchell, A. (1993). *Camp counseling*. Dubuque, IA: Brown & Benchmark.
Philosophies and practices of the organized camping movement are clearly discussed.
- 5) Moffitt, J. Day (2011). *Camp programming and administration*. Champaign, IL: Human Kinetics.
The reference book comes with a CD-ROM that supplies a comprehensive set of worksheets and forms that will assist providers with camp operations.
- 6) Tedrick, T., & Green, E. (1999). *Adventure programming*. State College, PA: Venture Publishing, Inc.
This book provides a foundation and insight to the various aspects of the movement.
- 7) Warren, R., Rea, P., & Scott, Payne. (2007). *Park and recreation maintenance management*. Urbana, IL: Sagamore Publishing.
Readers gain a foundation of the multidisciplinary fields that make up park and recreation settings and an overview of a comprehensive maintenance program.

11

THE PROFESSION

CHAPTER OVERVIEW

This chapter presents the professionalization of park, recreation, and leisure service personnel. The evolution from an occupation to a profession is detailed along with the different curricula offered in the preparation of the professional.

The different professional organizations in the field in this country, followed by some other countries, are listed. Recreation as a career is discussed along with the possible places of employment in the field.

LEARNING OBJECTIVES

After studying this chapter, the student should be able to do the following:

1. Understand the need for the forming of a profession in the parks, recreation, and leisure fields.
2. Appreciate the evolution of the parks, recreation, and leisure profession.
3. Become cognizant of the professional organizations in these fields.
4. Become aware of the employment possibilities in the different sectors of these fields.

CHAPTER OUTLINE

A World of Difference

Because the parks, recreation, and leisure services are still relatively new, many people do not understand the nature of the work performed in these fields. The public must be informed that there is a growing profession in the fields of park, recreation, and leisure services. In the introduction to this chapter, a youngster is wondering how he can convince his father that being a park manager is not only meaningful to him but also is a recognized profession.

From Occupation to Profession

Once a body of knowledge was amassed by the pioneers in parks, recreation, and leisure services, its dissemination, either formally or informally, began in the first half of this century. Because some of the pioneers were physical educators, the first college courses were taught under the auspices of the department of physical education.

- In 1907, the Playground Association of America suggested three levels of courses:
 - Playground leaders
 - Grade school teachers
 - Supervisors
- After the name of the association was changed to the National Recreation Association, a year-long program of graduate study was offered in 1926.
- In 1937, the University of Minnesota offered the first undergraduate degree in recreation.
- In 1945, only 37 such degrees were offered, doubled by 1960.
- Today 2-year and 4-year degree programs are widely available as well as advanced degree programs.
- A survey by the Society of Park and Recreation Educator found curricula in park, recreation, and leisure studies are continually being revised.
- The Council of Accreditation was established through the cooperative efforts of the National Recreation and Park Association and the American Association for Leisure and Recreation.
- The Council was recognized by the Council on Postsecondary Accreditation, the only body that certifies professional accreditation in the United States.

- By 2012, more than 80 undergraduate programs were accredited by the NRPA Council on Accreditation.

Becoming a Profession. A profession must have the following:

- Body of knowledge
- Professional authority
- Approval by society
- Code of ethics
- Professional culture

All of these criteria are met by many of the personnel who are employed in parks, recreation, and leisure services. This professionalism is based on a body of knowledge, both applied and conceptual.

Some of the people who work in these fields go through other accreditation such as civil service, YMCA, and correctional services.

Professional Identity and Role. The mission of the profession and the values it hold are essential for its survival. The following were adopted as the goals for American Recreation by AAHPERD in 1964:

- Personal fulfillment
- Human relations
- Skills and interests
- Health and fitness
- Creative expression
- Environment

Rethinking Professional Status. Some members in parks, recreation, and leisure services and studies are questioning the value of professionalizing the provision of these services because it may lead to:

- Encouragement of conformity
- Protection of status quo
- Prevention of collaboration with consumers
- Institutionalization of play and recreation

Professional Organization in the United States.

- Several organizations including the NRA (formerly Playground Association of America), the American Institute of Park Executives (AIPE), the National Conference on State Parks, and the American Recreation Society merged to form the National Recreation and Park Association in 1966. NRPA has a professional networking website for professionals with particular specialties including:
 - young professionals
 - armed forces recreation
 - administrators
 - citizens
 - commercial recreation and tourism
 - leisure and aging
 - aquatic
 - park resources
 - inclusion and accessibility
 - education
- AAHPERD organized in 1885 as the American Association for the Advancement of Physical Education, has evolved to include health, physical education, recreation, and dance.
- AAHPERD publishes the *Journal of Physical Recreation and Dance* and the *Research Quarterly for Exercise and Sport* and other publications in the specialties of its diverse membership.
- AAPAR, American Association for Physical Activity and Recreation, formed from the Divisions of Leisure and Recreation (AALR) and Active Lifestyles (AAALF) of AAHPERD, and has roots that reach back to 1939.
- ACA, the American Camp Association, founded in 1910, publishes *Camping Magazine*.

- ALA, the American Leisure Academy, founded in 1997, meets annually and recognizes scholars, educators, and others for outstanding contributions.
- ACUI, the Association of College Unions International, founded in 1914, has 528 institutional members and more than 3,000 professional members.
- ATRA, the American Therapeutic Recreation Association, was formed in 1984, publishes the *ATRA Annual in Therapeutic Recreation*.
- NIRSA, the National Intramural-Recreation Sports Association, was founded in 1950, represents the 4,100 professionals in the field and publishes the *NIRSA Recreational Sports Journal*.
- RCRA, the Resort and Commercial Recreation Association, was established in 1981, and its members include recreation and amenity managers at hotels, sports clubs, campgrounds, theme parks, special event companies, cruise lines, communities, and colleges and universities.
- Travel and Tourism Research Council is an international organization that holds conferences and webinar seminars and published TTRA Connects.

The Profession in Other Countries

Park, recreation, and leisure services and studies are spreading into each corner of the world, and the profession is growing in many other countries.

- Considerable growth has occurred in Canada since the 1970s when formal college programs were established. The major professional organization is the Canadian Parks and Recreation Association, which has been in existence for 60 years and publishes *Recreation Canada*.

In Britain, the leisure industry formed the Institute of Leisure and Amenity Management.

The Netherlands Association of Heads of Municipal Parks and Gardens was formed to concentrate on policy, public relations, research, and education.

The New Zealand Recreation Association, formed in 1990 from several associations, has more than 1400 members.

The World Leisure Organization, founded in 1952, publishes the *World Leisure Journal*. Its purpose is to aid persons and organizations in all nations that seek to cultivate conditions that best permit leisure to serve as a force for human growth and development and well-being.

Recreation as a Career

The providers listed in Chapter 10 give an idea of the type of work performed in this field. Careers in the field are in four major areas: services, resources, tourism, and amusement and entertainment.

- More jobs are expected in the future.
- More women are part of the profession.
- Women are moving into administrative positions.
- Minority members are being recruited in the field.
- More career opportunities for physically challenged persons are available.

Careers and Requirements. Following are some of the career choices available in the park, recreation, and leisure services field.

- **Adventure/risk recreation.** Leaders are needed for certain activities such as rock climbing. Employer may require other competencies.
- **College/university teaching.** Teaching at the junior college level requires at least a master's degree, while four-year colleges and universities prefer a doctorate.
- **Commercial recreation.** Opportunities are found in travel agencies, resorts, amusement parks, professional sports, theatres, campgrounds and sales of recreation and sports equipment. Students should take courses in business administration as well as in recreation.
- **Community education.** This is a term used for the total school services that include both adult education and recreation. A minimum of a bachelor's or a master's degree is required.
- **Community recreation.** This term covers the services provided by the local government. Most of the positions require some college work. Advanced degree in recreation is required for management positions.

- **Convention management.** Convention managers are in charge of arranging both the business and the recreational activities that take place during a convention.
- **Corporate fitness.** The career seeker in this field can major in recreation or a related field. Courses in fitness analysis and management would be useful.
- **Correctional recreation.** The American Correctional Association has established certification standards for recreation managers in this field. A minimum of a bachelor's degree is required.
- **Cultural arts.** A strong art, music, or drama background with a degree in recreation is desirable for working in cultural arts programs on the local, state, and federal levels.
- **Employee/industrial recreation.** Responsibilities vary among employers who look for a 4-year degree in recreation. Some general management courses are also useful.
- **Entertainment and/or sport law.** A law degree is essential, and a strong background in recreation or physical education would be helpful.
- **Facility management.** Bowling alleys, skating rinks, health spas, and yacht clubs need managers. A degree in recreation along with some general management courses would help in developing a career in this rapidly growing area.
- **Intramural/recreation sports.** Qualified persons are needed to direct these activities on college and university campuses. Graduate assistantships are sometimes available.
- **Leisure counseling.** A graduate degree in recreation with some courses in social work or psychology would prepare the person in testing interests, needs, attitudes, and limitations.
- **Military recreation.** Leisure programs in the military are used to promote mental readiness and physical fitness.
- **Outdoor recreation/education.** A wide variety of career opportunities are available: camp director nature leader, resort owner/operator, and ski lodge owner/operator.
- **Park ranger.** A career in this sector of the profession requires involvement in conservation and in maintenance of natural resources on the local, state, and federal levels.
- **Recreation forester.** Entry-level positions in forest service on the local, state, or federal level require a degree in forestry or outdoor recreation.
- **Rural recreation.** The recreation director in a rural town is charged with tasks that require skill in both recreation administration and tourism management.
- **Senior centers.** There is a growing demand for personnel to address the needs of a growing population in homes, retirement centers, and communities across the country.
- **Resource and park management.** Positions in state and federal areas include management and protection of wildlife and recreation management. Courses in biology and forestry would be useful.
- **Student unions.** Managerial and technical skills are required to provide a wide range of facilities and services designed to meet the needs of students, faculty, staff, and their guests.
- **Therapeutic recreation.** This is a growing area in leisure services that require certain skills. Certification is available from the National Council for Therapeutic Recreation.
- **Travel and tourism.** Tourism has become a source of income for every state in this country and for many other countries. Employment is found in many agencies that serve travelers and tourists.
- **Volunteer agencies/youth organizations.** Many agencies look for professionals who are willing to dedicate long and unusual hours in this type of work (see quasi-public providers Chapter 10).
- **Wildlife manager.** These professionals protect animals and their habitats. A degree in outdoor recreation along with courses in biology would be appropriate.
- **Youth sports.** School-based and agency-based youth sports need coaches, administrators, and officials. Most of the full-time employment is in municipal recreation. A bachelor's degree is required.

Leadership and Ethics

Leadership differs from management. Recreation and leisure services need people with strong leadership skills and ethics. But what is leadership? The following may provide the answer:

Leadership Characteristics. All leaders should have the following traits:

- Understands the needs of others
- Motivates, energizes, and inspires others
- Respects the dignity of others

A leader in the field of recreation and leisure should possess the characteristics of insight, sincerity, creativity, and trustworthiness. A leader should be cooperative, personable, and able to develop good relationship with others.

Professional ethics. Concern for moral values is important for any profession.

- A code of ethics represents a profession's moral philosophy.
- A code of ethics is a contract with society.
- Individual freedom versus a code can be perplexing.
- **Moral Duty of a Professional.**
 - If a person drinks and drives after a football game, causing a fatal accident, what and how should the profession react?
 - What should be the stand of the recreation and leisure profession concerning the possible destruction of the environment as a result of participation in recreational activities?

ACTIVITIES

- Invite the director of placement and career planning in your institution to discuss the differences between an occupation and a profession.
- Invite one of the professionals in recreation and leisure services to discuss with the class his or her line of work.
- Arrange for the students to visit one or more of the local agencies dealing with recreation and leisure.
- Invite a professor of philosophy to discuss the concept of ethics.
- Divide the class into groups-each will deal with an ethical dilemma in recreation and leisure. Each group will report back a summary of its deliberations.
- Invite a speaker from sheriff's department to discuss leisure and recreation and driving under the influence.

RESOURCES

Annotated Readings

- 1) Coles, R. (2000). *Careers in recreation*. Reston, VA: AALR/American Alliance for Health, Physical Education, Recreation and Dance.
This booklet offers detailed information on a variety of careers in the field of park, recreation, and leisure services.
- 2) Fain, G. (Ed.) (1991). *Leisure and ethics*. Reston, Va: American Association for Leisure and Recreation.
The original concept of this book came from a leisure and ethics symposium sponsored by the publisher. Most of the chapters are grounded in either a moral, philosophic or theoretical context.
- 3) Gower, R., & Mulvaney, M. (2012). *Making the most of you internship*. Urbana, IL: Sagamore Publishing.
This book focuses on strategies and action-oriented approach to finding and getting the most out of an internship experience.
- 4) Hurd, A., & Anderson, D. (2011). *The park and recreation professional's handbook*. Champaign, IL: Human Kinetics.
This book provides definitions and a foundation for programs, services, and facilities that are provided in the public, private, nonprofit, and commercial sectors.
- 5) Jensen, C., & Naylor, J. (1990). *Opportunities in recreation and leisure careers*. Lincolnwood, II: VGM Career Horizons.
This book provides information about careers and employment in the field of park, recreation, and leisure services.
- 6) Kauffman, R. (2010). *Strategies and tips for job search success*. Champaign, IL: Human Kinetics.
Students become prepared for the next step in their pre-professional and professional careers with individual and group exercises to help them with the job search.
- 7) Stevens, C., Murphy, J., Allen, L., & Sheffield, E. (2010). *A career with meaning recreation, parks, sport management, hospitality, and tourism*. Urbana, IL: Sagamore Publishing.
This book offers a great way for individuals to match their beliefs and values with the numerous professional opportunities available within the leisure service industry.

12

PLANNING AND MANAGEMENT IN LEISURE AND RECREATION

CHAPTER OVERVIEW

Should recreation and leisure services be public services for which there is little or no charge? After all, public education is free, why not public recreation that is free? With shrinking public dollars, the tendency is to charge fees.

This is not the only issue that faces the manager in parks, recreation, and leisure services. The process of planning and evaluation of facilities and programs, the mechanisms of fiscal management, and handling personnel are some of the other issues with which he or she has to deal.

LEARNING OBJECTIVES

After studying this chapter, the student should be able to do the following:

1. Appreciate the need for planning in general and in leisure services in particular.
2. Understand the steps taken in planning in general and in leisure services in particular.
3. Appreciate the importance of the involvement of the three levels of government in planning and providing leisure services.
4. Become familiar with the many factors that affect the management of a leisure service.
5. Become familiar with the legal implications in the management of a leisure service.
6. Gain knowledge concerning the fiscal aspects in the management of a leisure service.

CHAPTER OUTLINE

A World of Difference

Four young men were trying to go swimming on a very hot day only to discover that the public park had decided to charge for swimming in its pool. The young men expected that recreation and leisure service would be a public service for which there is no charge, or little charge. Yet to charge for these services may mean better service. The young men believe that the local government has, in effect, given up on providing services for the common people.

Planning Leisure Services

Successful planning requires:

- Setting up the desired objective
- Development of the course(s) of action
- Planning could be two levels: macro and micro

Macro Planning.

- Historically Boston Commons, Yellowstone, and Central Park were planned for recreation.
- All three levels of government-federal, state, and local- as well as non-governmental agencies plan for recreation.
- Planning for such services is both political and financial.

Goals of American Recreation.

- view leisure as part of the American lifestyle
- find alternative means of achieving its goals
- maintain natural resources
- encourage health and fitness programs

- increase awareness of leisure opportunities
- coordinate public and private offerings
- produce a generalist in recreation

Balancing Supply and Demand.

- Supply refers to the resources available.
- Demand refers to the desires of others
- Consumption is the rate at which the supply is used up.

Identifying Needs.

Consider the following in identifying needs:

- Demographical changes (older, more diverse)
- Economic changes (downsizing of services)
- Social changes (new values)
- Diminishing resources (overcrowded parks)

The Planning Process.

The planning process involves three steps:

- Policy statement
- Goals and objectives
- Decision making and follow-up

The Planning Document.

The planning document includes these sections:

- A statement of goals
- A resources inventory
- Geographical and demographical factors
- Needs assessment
- Financing
- Recommendations

National Planning for Recreation and Leisure

Real national planning did not start until the mid-1950s.

The Outdoor Recreation Resources Review Commission. This Commission was formed by President Eisenhower in 1958 to determine needs, conduct inventory, and identify the needed policy on outdoor research in America. Commission findings were published in *Outdoor Recreation in America*:

- Local and state government bears the most responsibility for recreation.
- Everyone should try to preserve the land.
- Federal government must preserve areas of national significance.
- Establish the Bureau of Outdoor Recreation (BOR) to work cooperatively with federal agencies.
- Develop periodical national plans.

BOR was renamed the Heritage Conservation and Recreation Service in 1978 and was absorbed 3 years later by the National Park Service.

Congress passed many Acts that helped the cause of outdoor recreation (acquisition of open space). An example is:

- Land and Water Conservation Act, 1965, which provided federal assistance to local and state governments in acquiring open space. The funds collected from surtax on motor fuels were used in the assistance. Unfortunately this assistance vanished in the 1980s. The states that asked for assistance were to submit a State Comprehensive Outdoor Recreation Plan (SCORP).

Public Land Law Review Commission (PLLRC). This Commission completed its report in 1970, One Third of the Nations' Land, which contained 452 recommendations and identified the role of the three levels of government as follows:

- Responsibilities for sites of national significance.
- States provide recreational opportunities.
- Local governments should acquire open space.
- Private efforts are encouraged.

The report was not widely circulated, although it included many important points such as the adoption of rigorous standards to reduce overuse.

Nationwide Outdoor Recreation Plan, 1973. BOR submitted a report every 5 years to Congress. The first was submitted in 1968 and modified in 1970 as *The Recreation Imperative*. In 1973, a new publication, *Outdoor Recreation: A Legacy for America*, indicated that although participation in recreation was increasing, resources were lacking or overused. Its recommendations were to:

- Acquire more land
- Open seldom used land
- Build more national trails
- Transfer surplus to states and municipalities
- Encourage private involvement
- Coordinate efforts

Nationwide Outdoor Recreation Plan, 1979. The Heritage Conservation and Recreation Service (HCRS) formed task forces to study specific issues. Their final report included nine areas:

- Acquire more land
- Protect wild and scenic rivers
- Develop new trails
- Disburse grants
- Develop environmental education
- Improve access for handicapped persons
- Involve the private sector
- Prepare a comprehensive agenda

State Planning

All powers not delegated to the federal government are reserved for the states. Where recreation and leisure are concerned, the state:

- Enacts enabling laws
- Provides technical assistance
- Establishes facilities
- Manages plants and wildlife
- Conducts research
- Promotes tourism
- Sets standards
- Cooperates with federal authorities

Early efforts of the states. These efforts resulted in the following state recreational areas:

- Hot Springs, AK
- Yosemite, CA
- Niagara Falls, NY
- Adirondacks, NY
- Catskills, NY
- Itasca, MN
- Illinois established the first state park agency.
- The Surplus Property Act (1944), the Recreation and Public Purposes Act (1954), and the Land and Water Conservation Act(1966) helped the states to develop outdoor recreation and open space opportunity.
- States were required to develop a SCORP every 5 years.

- The combined acreage of natural resources managed by the 50 states is 78 million acres. These lands have experienced drastic increase in demand for their use.

The California Plan.

- California one of the first states to have a plan (1962), that was based on input from providers, legislators, and recreationists.
- The plan acknowledges the problems of deficiencies in, competition over, and confusion concerning resources.
- Solutions may be found in:
 - Developing inventories
 - Determining needs
 - Assigning responsibilities
 - Coordinating efforts
- The state policy of recreation revolves around:
 - Providing recreational opportunities
 - Recognizing values in them
 - Increasing them as needed
 - Accelerating the program
 - Assuming leadership

Local Planning

Recreation and leisure services are provided locally through:

- City government in incorporated areas
- County government in unincorporated areas
- Special districts

Planning these services is either short term (3-5 years) or long term (20 years). Planning considers demography, needs, existing facilities, programs, and location.

Developing Local Facilities.

- Playlots: Small, designed for preschoolers.
- Playground: Larger designed for school age plus a playlot.
- Neighborhood park: Includes more playfields.
- Community park: Includes special features such golf course, skating rink, or a lake.
- Regional park: Serve a larger population.
- Special area: Such as golf courses and beaches.

Area and Facility Standards.

- 10 acres per 1,000 residents or 10% of a community's total acreage
- Maximum service radius
- More standards can be used

Program Development.

- Constituency survey to identify current needs
- Determine need projection
- Conduct feasibility study
- Evaluate program as to cost and effectiveness

Management of Recreation and Leisure

The principles are based on experience and research. They can be applied to small or large operations. There are many models for management. One is MBO, Management by Objectives, which follows four steps:

- Agreement on expected results
- Delegation of authority to subordinates
- Evaluation of results
- Associated activities include reward for best results

Areas of Responsibility. The manager must make decisions in several key areas:

- Carrying capacity: Estimate the number of people and types of activities.
- Use rates: Three standards to measure include the following:
 - A recreation visit: an entry by one person
 - A recreation visit hour: a 60-minute duration
 - A recreation activity hour: one person in a particular activity for an hour
- User fees:
 - Should public recreation be free of charge?
 - How much should a private operation charge?
- Visitor management: The purpose is to make visits pleasant by providing the following:
 - Appropriate signs
 - Courteous personnel
 - Knowledgeable guides
 - Well-trained security staff

Risk management. The provider of activities or the manager of facility should try to seek:

- Knowledgeable staff
- Enough insurance coverage
- Emergency procedure
- Keeping of records

Recreation, Leisure, and the Law. Providers/managers should be acquainted with the following principles in law that may affect their work:

- Tort: a civil wrong
- Liability: obligation under law
- Act of God: event beyond human control
- Negligence: failure to act
- Contributory negligence: failure to be prudent
- Comparative negligence: both parties at fault
- Assumption of risk: voluntary exposure to harm
- Trespasser: uninvited intruder
- License: right to do something
- Invitee: someone permitted to enter
- Sovereign immunity: government cannot be sued
- Waiver and release: owner is exempted from responsibility

Financial Aspects of Recreation Management

- Three kinds of taxes support public recreation:
 - Federal income tax
 - Major projects such as stadiums or arenas are financed by bonds-debt instruments purchased by public and private agencies to be repaid over 10 to 30 years.
 - Fees and charges are becoming important sources of income in public recreation.
 - Grants from state and federal government and private foundations are used as a means of financing programs and facilities.

Evaluation of Recreation and Leisure Providers

The purpose is to assess the effectiveness of the facility or program. This assessment should be an ongoing process:

Agency Evaluation. NRPA publishes an annual report that can be used in this respect. It covers the agency's philosophy, objectives and administrative structure, resources, programs, and personnel.

Facility Evaluation. This involves a physical inspection of all areas and facilities through the use of a checklist.

Personnel Evaluation. A qualitative method of evaluating personnel would use terms such as outstanding, satisfactory, or needs improvement. A quantitative method would use a scale of 1 to 5 or 10, 1 being the lowest grade.

Program Evaluation. Programs are not easily measured. Yet some techniques could be used:

- Discrepancy evaluation: that which was not achieved
- Professional judgment: observations by outsiders
- Socioeconomic evaluation: use demographical comparisons
- Standard-based evaluation: uses suggested numbers such as feet per person for space
- Decision-oriented evaluation: compares input, process, and output
- Cost-benefit evaluation: compares benefit to cost incurred
- Importance-performance evaluation: finds the degree of satisfaction of participants

ACTIVITIES

- Visit the local recreation department. Find out the types of charges required, if any. Write a short report. Be ready to discuss it later.
- Attend the meeting of the local park and recreation commission. Find out if any planning sessions are scheduled. Attend these planning sessions and report.
- Visit city hall. Find out if there were previous plans for parks and recreation that were conducted in the last few years. Write a proposal for re-planning. Explain why.
- Write a paper on the establishment and demise of the Bureau of Outdoor Recreation.
- Compare the Nationwide Outdoor Recreation Plan report of 1973 to the one of 1979. Use their publications (which are on reserve) for this purpose.
- Write your state capital. Find out if the state has a plan for recreation. Present it to the class; if not, write a paper that demonstrates the need for such a plan.

RESOURCES

Annotated Readings

- 1) Bannon, J. (1999). *911 management*. Urbana, IL: Sagamore Publishing.
The essential issues of general management, human resources, and executive development are discussed in this book.
- 2) Drucker, P. F. (1992). *Managing the nonprofit organization*. New York: Harper Collins.
This book is directed to non-profit agencies such as the park, recreation, and leisure agencies.
- 3) Edginton, C, Hudson, S., Scholl, K., & Lauzon, L. (2011). *Leadership for recreation, parks, and leisure services*. Urbana, IL: Sagamore Publishing.
This book integrates theory with practice in the study of leadership in recreation, parks, and leisure service settings.
- 4) Hronek, B., Spengler, J., & Baker, T. (2007). *Legal liability in recreation, sports, and tourism*. Urbana, IL: Sagamore Publishing.
The informative resource will help students and professionals in the field to manage legal risks, including negligence, intentional torts, Constitutional rights, risk assessment, workplace risk, outdoor recreation, management, and managing events, and recreational activities.
- 5) Ibrahim, H., & Cordes, K. (2003). *Park, recreation and leisure services: Leadership and management*. Peosta, IA: Eddie Bowers.
This book emphasizes leadership over management, which has proven to be successful in small and large corporations and organizations.
- 6) Kauffman, R., & Moiseichik, M. (2013). *Integrated risk management for leisure services*. Champaign, IL: Human Kinetics.
This book integrates risk management, accident prevention, and emergency response with important information on legal liability.
- 7) Kelly, J. (2012). *Leisure business strategies*. Urbana, IL: Sagamore Publishing.
Gives insight into how leisure experiences can attract and retain clients.
- 8) Brayley, R., & McLean D. (2008). *Financial resource management: Sport, tourism, and leisure services*. Urbana, IL: Sagamore Publishing.
After discussing the principles of economics and finance, this book presents the necessary skills needed for day-to-day operations and financial management.

13

ISSUES AND CHALLENGES IN RECREATION AND LEISURE

CHAPTER OVERVIEW

Several issues and challenges face the recreation and leisure studies and services. One is the inequality of both free time and recreational opportunities for both women and the underprivileged. Also, the locations of some resources, particularly the larger ones that provide outdoor recreation on a large scale, are far away from population concentrations.

The lifestyle of Americans today is not only sedentary, which is harmful to health, but also tolerates risky recreational activities, risky sexual openness, substance abuse, and potentially addictive gambling.

In addition, vandalism and graffiti plague both the inner city and the suburbs, including the leisure sites. Concern over violence on television and in the movies is also being voiced.

LEARNING OBJECTIVES

After studying this chapter, the student should be able to do the following:

1. Become concerned about the inequality in free time and recreational opportunities among two segments of the population.
2. Understand the impact of modern sedentary lifestyle on health and the need to rectify the situation.
3. Understand the impact of personality on recreational choice.
4. Look at sexual activity in a different light, as a human activity that may have some bearing on recreation and leisure.
5. Become aware of the potential harmful effect of alcohol and drugs on human life.
6. Become aware of the prevalence of vandalism and graffiti in recreational places.
7. Become aware of the prevalence of violence in the movies, on television, and in games.

CHAPTER OUTLINE

A World of Difference

The introduction of this chapter points to the sharp difference between the neglected parks of the inner city and the maintained parks of the suburbs. However, inequality is not the only issue or challenge in recreation and leisure. More on this issue is presented later in the chapter.

Inequality in Recreation and Leisure

Despite the recent changes in the outlook on leisure services, many inequalities still exist in recreation and leisure.

Women. Studies show that the amount of free time in a woman's life is still less than that of a man's in the United States and other countries.

Underprivileged Persons. Inequality in both free time and access to recreational opportunities exists among underprivileged persons.

- The term *recreational apartheid* has been used to describe the situation in some Los Angeles ghettos.
- A legal battle in Chicago took 4 years to get better leisure service in an inner city district.
- Underutilization in Detroit inner city parks was attributed to poor maintenance.

Location. Most of the natural resources in United States are not close to the most populated areas.

Sedentary Lifestyle

The human body is built for an active lifestyle as humans depended on foraging and hunting to survive. As lifestyles changed, less physical activity was exerted by the average person. Although some people exercise on a daily basis, many more became spectators. Almost every American home has a television set, which is left on over 7 hours a day (actually watched for only 3 hours). The term *couch potato* is used to describe certain sedentary individuals. Only a small percentage of American adults do the minimum physical exertion necessary for good health.

High-Risk Recreation

Some individuals with “type T” personality engage in activities that are dangerous to them and costly to society. The “type T” personality has low arousability threshold (i.e., a sensation seeker. Sensation seekers are usually men in their early twenties and thirties). An increasing number of women are participating in high-risk activities. Philosophically, should a public recreation agency sponsor an activity that could endanger lives? Is this the domain of the private enterprise?

Sex and Leisure

- Has the sexual act become a recreational activity since for many persons it is no longer an expression of love or a means of procreation?
- Images in popular media have altered the attitude toward sex. Some persons believe that the media has gone too far and that it should be scrutinized.
- Commercialization of sex should be of concern to leisure providers and scholars. Are houses of prostitution, topless/bottomless bars, adult book stores, and X-rated movies forms of amusing leisure?

Leisure and Substance Abuse

While harmful drugs are being consumed in the streets of many cities in the world, alcohol consumption is made legal in government-approved establishments. Are these leisure places providing some sort of recreational opportunities?

Alcohol. Most people drink in a public place for the purpose of companionship, entertainment, and eating.

- Drinking may be second only to watching television as America’s favorite pastime.
- The number of alcoholics is estimated at 20 million or more in the United States.
- Alcohol consumption is tied to murder, suicide, health complications, and accidental death.

Drugs. “Recreational” use of drugs, both illegal and prescription, makes it imperative that the providers and scholars of recreation and leisure become involved in the national and international debate about their effects on human beings.

- Drug use is commonly seen at many sports and recreation events, concerts, and car and motorcycle races.
- Some participants in speed boating and ballooning use drugs.

Performance-Enhancing Drugs.

- Both amateur and professional sports have been plagued with use of either restorative or addictive drugs. Restorative drugs help heal.
- Addictive drugs enhance performance.
- Some athletes use these drugs on their own initiative, while others are encouraged by their coaches or trainers.
- Amphetamine is used as a stimulant.
- Anabolic steroids are used to build bulk. (They are known to lead to extreme aggressiveness and mood swings. They could also cause damage to the liver and kidney, hair loss, sterility, and enlarged breasts in men. Steroids may lead to masculine effects in women.)
- To be specific, the Canadian Olympic runner, Ben Johnson, was stripped of his gold medal in 1988 for using steroids to enhance his performance, and the world of cycling and other sports have been plagued with controversy.

Vandalism and Graffiti and Leisure Sites:

- Vandalism, the deliberate destruction of property, is a growing problem at leisure sites:
 - Removing signs and plants
 - Breaking down doors and windows
 - Stripping bark from tree
 - Damaging animal shelters
 - Breaking seats

- Throwing bottles and cans
- Graffiti, the wanton defacing of property, is also a growing problem:
 - Use of acrylic makes it difficult to remove
 - Gangs announce their presence with graffiti
 - “Tagger,” non-gang members, compete through it

Gambling, Leisure and Sports

- Gambling establishments have spread across the United States.
- Cities that allow gambling may benefit financially, but the price paid in alcoholism, absenteeism, and suicide may be too high.
- Sports betting is a big business in the United States with an estimated \$250 billion in circulation each year.
- Bookmaking is often linked to organized crime.
- Point spreads and predictions, given in the media, encourage sports betting.
- Shaving points by an athlete changes the outcome of the game, a practice that has plagued basketball.

Violence in Sports and the Media

- The idea that sports is a safety valve for the releasing of aggression is moot.
- Soccer, the most watched sport on earth, sees more violence among and from spectators than players.
- *Football hooliganism* is a term used in Britain to describe fanatic fans.
- Violent incidents in soccer occur in many countries:
 - Shooting in Turkey that led to 42 deaths
 - Setting fire to wooden stairways in Argentina, 71 deaths
 - Fighting in Italy left 38 deaths
 - Shooting to death an Olympic player in Colombia, who caused his team to lose to the United States.
- Spectator violence in the United States has not reached the level seen elsewhere although conflict among gangs led to some deaths in an inner city football game.
- Injuries from organized football, nonetheless, have reached epidemic proportion.
- The rising tide of violence on television and movies is being blamed for violent behavior among viewers, particularly children.
 - A 5-year-old child torched the family residence imitating a cartoon character.
 - A 15-year-old teenager killed his elderly neighbor, supposedly after watching a similar event on television.
- Violent scenes are escalated in the movies in the hopes of increased attendance.

The Commercialization of Public Recreation

- Public recreational opportunities have been provided for the last 150 years.
- Institutionalized public recreation went through five stages between 1922 and 1940:
 - Early playground movement
 - Involvement of state and federal governments
 - Expansion beyond the inner city
 - Involvement of public schools
 - Public service
- With the establishment of Yellowstone as the first national park in 1872, the federal government became involved in the recreation movement.
- The dependence, generally speaking, was on public funds to provide most recreational opportunities.
- As tax monies began to dry up, local and state agencies, dealing with recreation and leisure, began to charge fees.
- In 1979, the Heritage Conservation and Recreation Service supported the concept of charging fees.
- Despite strong opposition, the practice continued and increased as public money became scarce.
- Two main objections to charging fees for public recreation:
 - It becomes public no more
 - Minimal fees hurt the ones who need recreation the most.
- Many public recreation agencies are becoming less public and less inclusive.

ACTIVITIES

- Interview a man and a woman of the same age and socioeconomic status. Compare the amount of free time they each have to spend on activities of their choice.
- Visit an inner city park. Compare the condition of that to a park in the suburbs.
- Find out how far the closest overnight camping sites are from your city. How easy is it for a family to spend a weekend there?
- Interview a young person, about 10 to 12 years of age. Find out how many hours are spent watching television
- Visit a high-risk recreation site. Interview 3 to 4 persons who use it. Find out their age, socioeconomic status, how often they use the facility, and how much the activity costs them per month.
- Watch television for 3 hours of prime time one evening. Write a report on the violent scenes that were presented during these 3 hours
- Attend a concert or a sporting event. Try to find out the amount of alcohol and drugs consumed during the event.
- Drive around your city one afternoon. Observe the type and amount of graffiti that has been painted on the different walls. Does the location of the wall make a difference in the amount and type of graffiti defacing the walls?
- As item number 6 is being pursued, also record the incidents of sexual activity in the hours of watching television.
- Visit the local park and recreation department and find out the number and type of activities for which the department charges fees.

RESOURCES

Annotated Readings

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- 2) Cosper, R., Oraku, I., & Neuman, B. (1981). "Public drinking in Canada: A national study of a leisure activity." *Society and leisure* 8(2):709-715.
This article is an early study that looked at alcohol consumption as a leisure pursuit of national significance.
- 3) Foley, J. (1989). Leisure rights policies for Los Angeles urban impact parks. A paper presented to the People of Parks Conference, Griffith Park.
This short but poignant paper on the plight of inner city parks in Los Angeles.
- 4) Ibrahim, H. (1990). *Leisure and society*. Dubuque, IA: Wm. C. Brown.
Chapter 14 in this book covers the concerns and constraints in leisure and recreation. It covers the uneven distribution of leisure, anomie and leisure, atypical leisure behavior, and destructive leisure behavior.
- 5) Russell, R. (2009). *Pastimes*. Urbana, IL: Sagamore Publishing.
Explores leisure and recreation philosophy and science and includes a section on "taboo" recreation.
- 6) Straub, W. (1982). "Sensation seeking among high and low risk male athletes," *Journal of Sport Psychology*, 4:246-253.
This article gives an analysis of the type of personality that may engage in risk recreation. The physiological and psychological manifestations are presented.
- 7) Strumbo, N. (1998). *Leisure education IV: Activities for individuals with substance addictions*. State College, PA: Venture Publishing, inc.
This text is designed to meet the needs of individuals with substance abuse and chemical dependency problems. The activities included are devised to help them with the development of social and decision making skills.

14

ADDING MORE VALUE

CHAPTER OVERVIEW

In presenting the changes that have taken place in society, the chapter begins with presenting leisure as a right. This means that every citizen should have access to recreational opportunities. The chapter then discusses the needs of members of special populations and the laws that were passed to ensure that services will reach them, including leisure services.

Recreational opportunities for out-of-reach persons, as in the case of inmates, the homeless, and the unemployed should also be provided.

With other changes in society came certain trends such as partnership in providing services, emphasis on environmental issues, and type of work patterns evolving with the new technology.

LEARNING OBJECTIVES

After studying this chapter, the student should be able to do the following:

1. Confirm his or her belief that leisure is a right to which every citizen is entitled.
2. Trace the changes in societal values, and subsequent changes in the laws, that led to the providing many services to the physically and mentally challenged.
3. Sympathize with the plight of the homeless and the unemployed and for the need to provide them with recreational opportunities.
4. Understand the role of recreational activities in correctional institutions and similar facilities.
5. Become familiar with the changes that led to certain trends in providing leisure services at this time of societal change.

CHAPTER OUTLINE

A World of Difference

This section introduces the dilemma of a single parent whose familial and work obligations are keeping her from participating in the leisure activities that she once enjoyed. Life has changed for many women, and men, and although the need for recreational outlets still exists, demands on time and energy are not allowing a balanced lifestyle.

Leisure: A Human Right

- The United States Constitution declares the pursuit of happiness an inalienable right of citizens.
- Leisure and recreation play important roles in the pursuit of happiness.
- Public providers of leisure and recreation are bound by tradition to provide these services.
- Today's diverse urbanized population needs additional offerings, such as programs for atypical persons.
- In the meantime, the public coffers are empty. Public recreational professionals have had to turn to fundraising techniques once considered the domain of the private sector.

Disability: Access and the Law. In 1990, the Americans with Disabilities Act (ADA) passed to secure the rights of persons with disabilities.

- Earlier Acts included the following:
- Architectural Barriers Act, 1968
- Rehabilitation Act, 1973
- Disabilities Education Act, 1974

- ADA picks up where these ended.
- Under the law, disabled persons have equal access and the same privileges others have, including leisure services.
- Under the law, a person is considered disabled if he or she is substantially restricted in major life activities such as walking, breathing, sitting, standing, or learning.
- Jurisdiction over ADA rests with the United States Department of Justice and the Equal Employment Opportunity Commission (EEOC).
- **ADA and Recreation.** The law requires that all recreation services be available for persons with disabilities.
 - All park and recreation facilities are affected by ADA.
 - Disabled persons should be able to use the front door.
 - Inside the facility, including the locker room, the disabled person should be able to move with ease.
 - All doors should be wide enough to accommodate wheelchairs.
 - Lifts should be provided at swimming pools.
 - Aid necessary for a disabled person should be available.

The above stipulations mean that every recreation agency must evaluate its offerings, facilities, and policies.

Leisure Services for the Homeless and the Unemployed.

- About 3.5 million persons are living without a regular dwelling place in any given year. Most of them are white males, and many are mentally impaired, physically challenged, poor, or elderly.
- Many are unemployed in America during challenging economic times including young people.
- Americans are concerned about the plight of both groups and indicate that they should be helped.
- These two groups have an abundance of time, and the local recreation agency can help by:
 - Collaborating with other services in the community
 - Becoming part of the referral network in the community
 - Training its staff to deal with the homeless and the unemployed.
- Participating in recreational activities could help reduce social isolation, develop self-awareness, enhance self-esteem, and provide a sense of community.
- Mechanisms for including the two groups could be done through drop in centers, and outreach programs.

Correctional Recreation and Rehabilitation

- Crime has become the number one concern among Americans. About 80% expect to be victims.
- Violent crimes increased 371% from the 1960s, with the number of guns increasing about 400% since the 1950s.
- More youth have been arrested than ever before. Possible reasons are as follows:
 - Home and neighborhood environments
 - Proliferation of meth, crack, cocaine
 - Availability of prescription drugs and weapons
 - Massive layoffs
 - Single parent families
 - Increased substance abuse
 - Truncated sentences

The Need for Recreation in Prisons. Is one of the reasons people are in prison because of inadequate use of free time?

Project **CULTURE** attempted to answer that question.

- Initial feelings were frustration and anger.
- Appropriate counseling made a difference.
- Recreation in correctional institutions without proper counseling is ineffective.
- Taxpayers are opposed to what they see as “health clubs.”

Leisure Education in Prisons.

- Available options and their significance.
- Clarification of personal values.
- Testing and counseling.

- Acquisition of new skills.
 - **Programs for Juvenile Offenders.**
 - Involvement of community agencies.
 - Outdoor adventures.
 - Group interaction.
 - Community service projects.
 - Leisure counseling.
 - Recidivism rate in a Detroit experiment was 3%.

Chairman of Natural Resources in Congress agrees that urban recreation help in preventing crime.
The Trust group in San Francisco dedicated 1,000 properties in the inner city for that purpose.

Adding More Value

Trend means that there is a tendency or inclination in a particular direction. Recreation professionals should be aware of trends so that they may be able to develop intelligent, proactive approaches to them.

Partnerships. For the public or quasi-public agency, this means partnership with another agency.

- A good example of a success story comes from the partnership between the Bay Area Ridge Trail Council and national and local agencies to develop 120 miles of trails.
- Another good example comes from Tucson, Arizona, where the recreation, public housing, social services, and police departments worked together to eliminate drug-infested areas of the inner city.
- The U.S. Forest Service formed a partnership with a group of volunteers to help disabled persons enjoy Tonto National Forest in Arizona. In Alaska, a private cruise line provided information for visitors about natural resources.
- In Colorado, the National Forest Service entered into a partnership to build a bridge with the local chamber association.

Environmental Ethics. Two worldwide problems must be addressed: population explosion and depletion of natural resources.

- Environmental issues are of greater concern to park personnel than the impact of visitors.
- The Everglades is dying from phosphorus-containing fertilizer.
- Olympic National Park has topsoil runoffs that clog spawning beds.
- Sequoia National Park has a hazardous air pollution condition.
- The Grand Canyon's floor is suffering from erosion.
- The Great Smoky Mountains National Park shows signs of foliage injury.
- An environmental ethic is needed, which was called **land ethic** by Aldo Leopold in 1949.
- Within the next few decades, one fifth of the earth's species could become extinct.
- Norway hosted the 1994 Winter Olympic Games with little damage to the environment.

The Environment and the Leisure Professional.

- There are approximately 3.5 million persons working in industries and businesses dealing with the environment, among whom are the leisure professionals.
- Although individual commitment is important, an environmental ethic is a must in order to protect the environment.
- The **no trace ethic** can be used to strike a balance between enjoyment of nature and its protection.

Trends.

- **Going Solo.** By some estimates, nearly half of all adults are single, which represents a significant change in societal organization. Singles tend to have more time for recreation.
- **Leisure and Time.** Do we work to live or live to work?
 - A survey revealed that 67% of those making \$30,000 would forego 20% of their income to have more days off.
 - Another survey showed that 40% of respondents suffer from stress.
 - It seems that in the last decade or so, Americans are earning less and working harder.
 - The length of the workweek declined 35% between 1850 and 1930.
 - In 1959 when the workweek was 42 hours; it was expected to decline to 40 in 1979 and to 37 by the year 2000.
 - In 1967 more speculation about the length of workweek was predicted as 27 hours for 1985.

- Evidently a shorter workweek has not materialized, and the cost of living increased at such a rate that many people found it necessary to work longer to keep up their lifestyle.
- People who are obsessed with jobs are called workaholics. Workaholics Anonymous was founded in 1983 patterned after Alcoholics Anonymous. Recommendations of Workaholics Anonymous include play as an answer to this obsession.
- One study has shown, contrary to the above, that the decline in the length of the workweek ended in the 1940s and not in the 1970s as suggested by other studies.
- The same study claims that the average American worker lost 3.5 days a year of vacation time, holidays, and other paid absences since 1940.
- Whereas in other industrial nations, the average worker has 11 paid holidays and 2 weeks of vacation, the average American worker has 1.7 weeks of vacation, with 25% of workers having no paid vacation at all.
- It seems that vacation time in America is a reward for seniority, not a basic job benefit.
- Surveys show that many Americans prefer time off to higher pay.
- Stress and burnout lead to health problems that are costing the nation billions a year. Answers include the following:
 - Job restructuring that would allow for job sharing.
 - More mothers will join the workforce accounting for more of the total labor force.
 - Flextime allows for deviation from the core work hours of 9 to 5.
 - Flexplace allows for work to be conducted at home using new technology.
 - Leaves of absence can be used to attend to domestic needs.
 - Increase leisure would help in the reduction of stress and tension.
 - Leisure counseling may be needed in the future as more free time becomes available.
- **The Future of Recreation and Leisure.**
 - Despite all of the above, Americans are spending nearly half a trillion a year in the leisure market.
 - A survey showed the following:
 - 77% of respondents want to spend more time with families and friends.
 - 74% would like to improve mentally, emotionally, and physically.
 - 66% want to have free time to spend as pleased.
 - 59% would like to travel or pursue hobbies and personal interest.
 - Although it is hard to predict the future in areas of human behavior, it seems that more Americans are ready to forego making more money to engage in the pursuit of happiness.

ACTIVITIES

- Visit the local park and recreation department. Find if a program for special populations is available. Write a short report.
- Plan a visit to prison or a youth facility close by. Observe the extracurricular activities provided for the inmates and residents.
- Invite an expert on the environment to class to discuss means to avoid its deterioration.
- Interview two professionals. Find the time allocated by them for leisure. Write a short report.

RESOURCES

Annotated Readings

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This book presents clear, inclusive strategies that encourage people with disabilities to take part in various community recreation opportunities.
- 2) Edginton, C., & Chen, P. *Leisure as transformation*. Urbana, IL: Sagamore Publishing.
The book blends Eastern and Western Perspectives to provide insight as to how leisure can be an optimal medium for change.
- 3) Gladwell, M. (2013). *David and Goliath*. NY: Little, Brown & Co.
The author offers a new interpretation of what it means to cope with a disability or other setbacks and challenges and how we think about them.

- 4) Godbey, G. (2006). *Leisure and Leisure Services in the 21st Century: Toward Mid Century*. State College, Pa: Venture Publishing, Inc.
This book offers a wide scope of issues that affect the present and the future of parks, recreation, and leisure professionals and participants. The issues include environmental values, technology, time, and demography.
- 5) Klinenber, E. (2012). *Going solo: The extraordinary rise and surprising appeal of living alone*. New York: Penguin Group.
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An excellent study on the unexpected decline of leisure. The author traces the work habits of modern employees and compares them with those of ancient Greece, Rome, and the Middle Ages.
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With an emphasis for the value of inclusive recreation opportunities for all people, the book combines an optimistic approach with practical advice.
- 10) Stumbo, N. (1999). *Intervention activities for at-risk youth*. State College, PA.
Activities are provided for professionals serving at- risk youth that can be used when implementing intervention activities that will help move them toward more positive behaviors.

TEST BANK

This test bank includes tests for the 14 chapters of *Applications in Recreation and Leisure: For Today and the Future*. Each chapter contains multiple choice, true-false, and essay questions. Selected chapters include matching, definition, and completion items. For multiple choice items, the answer is placed prior to the question. For true-false items, a period (.) is placed next to the correct answer. For matching items, the answers are placed between the accompanying brackets.

1

THE NATURE OF PLAY, LEISURE, AND RECREATION

Multiple Choice

- a** 1) The theorist who suggested that play is instinctual is:
a) William McDougall b) Herbert Spencer c) Karl Groos d) Freidrich von Schiller
- d** 2) The theorist who suggested that play permeates almost all human activities since the dawn of civilization is:
a) William McDougall b) Herbert Spencer c) Karl Groos d) Johann Huizinga
- c** 3) The theorist who suggested that the behavior of the human infant is governed by the pleasure principle is:
a) William McDougall b) Herbert Spencer c) Sigmund Freud d) Johann Huizinga
- d** 4) The theorist who suggested that play is the infant's way of mastering reality is:
a) Herbert Spencer b) Jean Piaget c) G. Stanley Hall d) Erik Erikson
- c** 5) A good theory must meet the following criteria:
a) exhaustiveness b) Exclusiveness c) both of the above d) neither of the above

True-False

- T. F** 6) Research indicates that there is some biological basis for play.
- T. F.** 7) Playforms vary significantly among the young of humankind regardless of race, ethnicity, or culture.
- T. F.** 8) Most of the biological interpretations of play were developed in this century.
- T. F** 9) It is now believed that play is somewhat connected to ritual.
- T. F.** 10) According to the textbook, the expressive act emphasizes consummation over perception and manipulation.

Matching: Match the Following

- | | |
|-----------------|--|
| (13) Drive | 11- Study of human behavior. |
| (15) Instinct | 12- Physiological reaction to a stimulus. |
| (14) Motive | 13- Behavior motivated to eliminate physiological deprivation. |
| (12) Reflex | 14- Either a conscious or an unconscious reason for behavior. |
| (11) Psychology | 15- Largely inheritable and unalterable tendency. |

Essay

- 16) Compare Piaget's idea of assimilation with his idea of accommodation using play activities as examples.
- 17) Compare and contrast the work of Ibn Khaldun to the work of Maslow where leisure is concerned.
- 18) Trace the root of the word leisure and show how it gives meaning to the term.
- 19) Compare the three sets of time as presented in the textbook.
- 20) Use Shibutani's method of analyzing the human act and show how an activity could be recreational and non-recreational in different situations.
- 21) Why is it difficult to arrive at a unifying theory that would explain play, leisure, and recreation?
- 22) What are the motivating factors behind the participation in a recreational activity?
- 23) List some of the benefits that results from participating in a leisure pursuit.
- 24) Give your own definitions of play, leisure, and recreation.
- 25) Use the action guide in this chapter and write an essay on your Leisure personality.

2

THE EVOLUTION OF PLAY, LEISURE, AND RECREATION

Multiple Choice

- d** 1) The first dramatic presentation took place in:
a) Rome b) England c) Greece d) Egypt
- c** 2) The Greek philosopher who paid more attention to leisure was:
a) Plato b) Praetorius c) Aristotle d) Socrates
- c** 3) The ancient society in which souls were promoted and demoted is:
a) China b) Israel c) India d) Japan
- c** 4) Board games came down to us from:
a) China b) Israel c) India d) Japan
- b** 5) The war that led to the rise of tourism in Medieval times in Europe was:
a) World War I b) the Crusades c) World War II d) the 30-Year War
- a** 6) The concept of a manicured garden was developed in:
a) France b) Germany c) England d) the United States
- c** 7) The society that has no structured play among its children is:
a) the Eskimos b) the Australian Aborigines c) the Danis d) the Zulus
- d** 8) Amusive leisure was observed among:
a) the Eskimos b) the Australian Aborigines c) the Danis d) the Zulus
- d** 9) Veblen theory of the leisure class revolves around:
a) pecuniary emulation b) conspicuous leisure c) conspicuous consumption d) all of the above
- c** 10) The New World societies divided the year into:
a) 12 months b) 2 seasons c) 18 months d) 36 weeks
- d** 11) The Mesopotamian civilizations gave us:
a) the wheel b) the 60-minute hour c) the 360-degree circle d) all of the above
- d** 12) The concept of the Sabbath came to us from:
a) the Egyptians b) the Greeks c) the Romans d) the Israelites
- c** 13) The *ludi* describes the games of:
a) the Egyptians b) the Greeks c) the Romans d) the Israelites
- b** 14) *Schole* describes the school of graceful living among:
a) the Egyptians b) the Greeks c) the Romans d) the Israelites
- a** 15) The ancient Olympic games were held in honor of:
a) Zeus b) Apollo c) Dionysius d) Isis

- c 16) The god of wine among the Greeks was:
 a) Zeus b) Apollo c) Dionysius d) Isis

True-False

- T F 17) There is really no such thing as a societal evolution.
 T F 18) Many of today's leisure pursuits had a ritualistic beginning.
 T F 19) *Schola* came to mean leisure.
 T F 20) Many of the Roman holidays were dedicated to entertainment and sports events.
 T F 21) The Aztecs played a game similar to that played by the Mayans.
 T F 22) The novel was seen in Medieval China.
 T F 23) Men were barred from acting in the Japanese Kabuki.
 T F 24) Even the affluent in India lived an austere life.
 T F 25) Italy was the first European society to enjoy a renaissance.
 T F 26) Muslims do not participate in any recreational activities or leisure pursuits during Ramadan.
 T F 27) A modern society has two separate legal and behavioral codes.
 T F 28) The British peasants were almost like slaves in early British history.
 T F 29) England's public schools are actually private.
 T F 30) The French Revolution increased the free days of the French people.
 T F 31) German national spirit dominated their national sport.
 T F 32) The bee was witnessed in medieval Europe as well as in America in the last century.
 T F 33) The circus became a very popular entertainment in 19th-century America.
 T F 34) Sports have dominated American lifestyle since the beginning of the republic.
 T F 35) The Puritans played no role in the leisure pursuits of the first American settlers.
 T F 36) Horse racing was primarily the sport of the privileged in 17th-century America.

Matching

- | | |
|------------------|--------------------------------------|
| (37) dyad | 43- intelligent human |
| (38) taboo | 46- A Mayan game |
| (39) band | 37- a couple |
| (40) chiefdom | 39- a small group of families |
| (41) tribe | 41- a large group of families |
| (42) Cro-magnon | 40- a hierarchical group of families |
| (43) Homo sapien | 45- land between the rivers |
| (44) Hummurabi | 42- an ancient human |
| (45) Mesopotamia | 38- forbidden |
| (46) pok-a-pok | 44- an ancient king |

Essay

- 47) What are the characteristics of the early human societies? What does this mean to playforms and recreational activities in these societies?
 48) How are playforms and ritualistic activities related? Use examples from your readings.
 49) What were the contributions of Greece to play, recreation, and leisure? Be specific.
 50) What lessons could be learned from Rome's experience in playforms, recreational activities, and leisure pursuits?
 51) List some of the activities that took place in Middle Era societies that have some bearing on today's playforms, recreational activities, and leisure pursuits.

3

LEISURE, RECREATION, AND THE INDIVIDUAL

Multiple Choice

- d** 1) Ideally, body fat should not exceed:
a) 5% b) 10% c) 15% d) 20%
- c** 2) Obese individuals have a body mass index of at least:
a) 10 b) 20 c) 30 d) 40
- a** 3) The number one participatory sport is:
a) swimming b) fishing c) basketball d) running/jogging
- c** 4) Americans are more satisfied with activities that are:
a) indoors b) solitary c) outdoors d) all of the above
- a** 5) The most influential socializing agent is:
a) the family b) television c) peers d) the church

True-False

- T F** 6) There is a universal standard of physical fitness.
- T F** 7) An artificial environment makes one more comfortable than a natural one.
- T F** 8) There is really no relationship between learning and leisure pursuits.
- T F** 9) There is a significant disparity between the sexes in the amount of time allotted for leisure.
- T F** 10) A study showed that people who live in urban areas are more recreationally active than rural residents.
- T F** 11) In contemporary society no effort is devoted to meet the needs of special populations.
- T F** 12) The socially deviant persons have not responded favorably to leisure and recreation programs.
- T F** 13) "The graying of America" is a major trend in the United States.

Essay

- 14) Why is the body described as the "incredible machine"?
- 15) What are the general principles of exercise?
- 16) What is an attitude? How does it affect leisure choices?
- 17) In what way do values affect one's leisure pursuits?
- 18) Discuss the possible psychological benefits that result from participating in recreational activities.
- 19) In what ways do leisure pursuits help in arriving at self-actualization?
- 20) Write a one-page essay on a particular experience in which you felt a "flow."
- 21) What are some of the spiritual values accrued from a leisure experience?

Completion: Using Mitchell Arnold classification, complete the following table

Defined	Types of Leisure Pursuits
23) Survivors:	
24) Sustainers:	
25) Belongers:	
26) Emulators:	
27) Achievers:	
28) I am me:	
29) Experiential:	
30) Socially conscious:	

4

PLAY, RECREATION, AND THE LIFE COURSE: CHILDREN

Multiple Choice

- c** 1) The baby boomers were born
a) between WWI and WWII b) before WWI c) between 1946 and 1964 d) all of the above
- a** 2) Statistics show that at least 1 in ___ children is obese:
a) 5 b) 10 c) 20 d) 100
- b** 3) Early childhood begins at 18 months of age and ends at:
a) 3 years of age b) 5 years of age c) 7 years of age d) 10 years of age
- c** 4) Up to 2 years of age, the child learns more through:
a) listening b) reasoning c) sensation d) all of the above
- b** 5) Sex play begins to occur between:
a) 3 & 6 years of age b) 6 & 10 years of age c) 10 & 12 years of age d) 12 & 14 years of age
- c** 6) The first playground in America was built in:
a) New York b) Los Angeles c) Boston d) St. Louis
- a** 7) One of the best experts on childhood is:
a) Piaget b) Muir c) Huizinga d) all of the above
- a** 8) Competitive sport is offered for children as young as:
a) 4 years of age b) 3 years of age c) 2 years of age d) none of the above
- b** 9) The Little League was organized as early as:
a) 1929 b) 1939 c) 1949 d) 1959
- b** 10) The maximum time recommended by the American College of Sports Medicine for a daily vigorous activity for a child is:
a) 10 minutes b) 20 minutes c) 1 hour d) 2 hours

True-False

- T. F** 11) Girls, 8 to 12 years of age, burn fewer calories while watching television than while sleeping for the same time.
- T. F** 12) Children do not need a routine to follow in their lives.
- T. F** 13) Adults must force the development of motor skills.
- T. F** 14) Walkers have been the source of serious injuries from falls and burns.
- T. F** 15) One study shows that there is no relation between vigor of the newborn and how active the newborn will be in the future.
- T. F** 16) At 5 years of age, the child is no longer egocentric.
- T. F** 17) Toddlers are less likely to share their toys than older children.
- T. F** 18) Boys play with the same non-aggressiveness with dolls as do girls.
- T. F** 19) Most of America's playgrounds were built during the Depression.
- T. F** 20) The first playground in America was a mere pile of sand.
- T. F** 21) A higher percentage of younger children are injured on public playgrounds than are older ones.
- T. F** 22) According to the Consumer Product Safety Commission, injuries on public playgrounds is decreasing.

- T F 23) Lawsuits and insurance rates have not increased for municipal playgrounds in the past few years.
- T F 24) There is nothing new in playground equipment design.
- T F 25) The Federal Acts that required the provision of services to the handicapped have been in place since World War II.
- T F 26) Games represent a more mature stage of development than does play.
- T F 27) There is no problem to speak of where children and sports are concerned.

Definitions

- 28) Infancy
- 29) Toddlerhood
- 30) Sensorimotor
- 31) Gross motor
- 32) Fine motor
- 33) Parallel play
- 34) Attention Deficit Disorder

Essays

- 35) What are some obstacles to the healthy development of American children?
- 36) What is infancy? What does it mean in terms of play?
- 37) What are some of the characteristics of toddlerhood? What does this mean to the playforms at this stage of human development?
- 38) Describe the characteristics of preschoolers and provide a list of playforms based on these characteristics.
- 39) How are the play opportunities provided for middle childhood?
- 40) Compare the different styles of playgrounds.
- 41) What are the trends in playground safety?
- 42) How are the needs of special children met?
- 43) What are some of the consequences of the interference of adults in children's games and sports?

5

RECREATION, LEISURE, AND THE LIFE COURSE: ADOLESCENTS

Multiple Choice

- a** 1) Adolescents tend to compare themselves to others on the basis of
a) chronological age b) maturational age c) both of the above d) neither of the above
- a** 2) Motor vehicle accidents are the leading cause of death among adolescents:
a) 1st b) 3rd c) 6th d) 9th
- b** 3) Among American adolescent girls, about _____ will be pregnant before they turn 20 years of age.
a) 100,000 b) 300,000 c) 750,000 d) none of the above
- c** 4) The leading cause of death among adolescents is:
a) homicide b) suicide c) accidents d) cirrhosis of the liver
- c** 5) The number of high school participants in interscholastic sports programs is close to:
a) 2.5 million b) 5 million c) 7.6 million d) 20.2 million

True-False

- T F** 6) It is expected that the number of adolescents in America will decrease.
- T F** 7) Honesty is not one of the traits of adolescents.
- T. F** 8) Most teens believe that they will not grow up to be as healthy as adults are today.
- T F** 9) A very small number of adolescents surveyed stated that they are stressed.
- T F** 10) The risks faced by today's adolescents are far less serious than the ones faced by their parents.
- T. F** 11) There are signs that the use of drugs is on the increase.
- T F** 12) During early adolescence, the brain continues to grow.
- T. F** 13) Anorexia nervosa is more prevalent among adolescent females than adolescent males.
- T F** 14) Bulimia is prevalent among young adolescents.
- T F** 15) Conformity and acceptance by peers are not dominant factors in relationships among adolescents.
- T. F** 16) Girls tend to be closer to their families than are boys during adolescence.

Definitions

- 17) Adolescence
- 18) Anorexia nervosa
- 19) Auxiliary hair
- 20) Bulimia
- 21) Development
- 22) Growth
- 23) les autres
- 24) Menarche
- 25) No-trace ethics
- 26) Puberty
- 27) Role confusion
- 28) Secondary sex characteristics
- 29) Youth at risk

Essays

- 30) Describe the traits of a young adolescent.
- 31) Describe the traits of an older adolescent.
- 32) Describe the programs that should be provided for youth at risk.
- 33) Provide an outline for a recreation program for adolescents in your community.

6

RECREATION, LEISURE, AND THE LIFE COURSE: ADULTS AND SENIORS

Multiple Choice

- c** 1) The average life expectancy of the U.S. population in 2020 is estimated to be:
a) 89.5 years of age b) 72.5 years of age c) 79.5 years of age d) 94.5
- d** 2) The young adults are considered to be:
a) 20 & 25 years of age b) 20 & 30 years of age c) 20 & 35 years of age d) 20 & 40 years of age
- b** 3) People become concerned about their health at:
a) 25 years of age b) 30 years of age c) 40 years of age d) 50 years of age
- b** 4) Approximately one in ____ adults reaches 40 years of age without having married.
a) 5 b) 12 c) 24 d) 100
- d** 5) Interviews of 1,200 successful professionals show that about ____ do not enjoy their personal lives.
a) 20% b) 40% c) 60% d) 80%
- b** 6) The least important factor in aging is:
a) biological age b) chronological age c) psychological outlook d) all of the above
- d** 7) Today national retirement age is set at:
a) 60 b) 65 c) 70 d) there is none
- c** 8) Seniors can increase their physical functions by:
a) 10% b) 20% c) 50% d) 0%
- c** 9) Sedentary lifestyle could account for a decline in physical functions by:
a) 10% b) 20% c) 50% d) 0%

True-False

- T F** 10) The fact that people are living longer today also means that they are living well.
- T. F** 11) The twenties are a time of confidence and optimism.
- T. F** 12) Young adults believe that they have less free time than the previous generation.
- T F** 13) The physical and physiological changes that mark middle age have the same effects on individuals.
- T. F** 14) Women, more than men, are content to remain single.
- T F** 15) Women, more than men, tend to focus more on failures than on successes.
- T. F** 16) It is expected that the sales of recreational and leisure-related goods and services will increase.
- T F** 17) Older people will inevitably experience intellectual deterioration.

Definitions

- 18) Ageism
- 19) Baby boomers
- 20) Centenarians
- 21) Road Scholars

- 22) Empty nest syndrome
- 23) Generation X
- 24) Latchkey children
- 25) Menopause
- 26) Midlife crisis
- 27) Nuclear family

Essays

- 28) What are the expected trends in the population of the United States? What does this mean to leisure and recreation?
- 29) Describe the characteristics of young adults and explain their recreational needs.
- 30) Describe the characteristics of middle adults and explain their recreational needs.
- 31) How do recreational activities and leisure pursuits figure in successful retirement?
- 32) Compare the baby boomers to Generation X as to their lifestyle and leisure interests.
- 33) List the different theories that explain successful aging.
- 34) What is the relationship between personality of a senior and leisure?
- 35) What is leisure education? Why is it important for senior citizens?
- 36) Describe some of the sports programs that are suitable for senior citizens.
- 37) What is meant by a reminiscing program? How is it pursued?
- 39) What types of pleasure travel are available for seniors? How do they go about finding more about these programs?

7

RECREATION, LEISURE, AND SOCIETY

Multiple Choice

- d** 1) According to the textbook, a society must:
- a) live longer than the individuals
 - b) have a general system of action
 - c) define roles, statuses, goals, rewards and punishment
 - d) all of the above
- c** 2) Those who tried to impose a strict adherence to the Sabbath in colonial America were the:
- a) Methodists b) Baptists c) Puritans d) all of the above
- c** 3) The woman who was involved in the creation of model playgrounds in America in the late 1800s was:
- a) Maria Montessori b) Hellen Keller c) Jane Addams d) all of the above
- c** 4) In its economic development, the United States belongs to:
- a) the primary economy
 - b) the secondary economy
 - c) the tertiary economy
 - d) all of the above
- c** 5) According to the Department of Labor, the average workweek is about
- a) 52 hours b) 44 hours c) 38 hours d) 34 hours
- b** 8) In 1914, the assembly line, which had a vast impact on mass production, was invented by:
- a) Isaac Newton b) Henry Ford c) John Rockefeller d) William James
- a** 9) The first drive-in movie was seen in America in:
- a) the early 1930s b) the late 1940s c) the early 1950s d) the early 1960s
- b** 10) The first person to introduce a sports page in his papers was:
- a) Horace Greeley b) William Hearst c) Walter Cronkite d) Jack Smith

True-False

- T. F** 11) When the desired behavior of a person is not internalized, formal social control is needed.
- T. F** 12) The school is the primary agent for socializing children.
- T. F** 13) The human brain may have a center for rituals.
- T. F** 14) The gladiator contests in ancient Rome were rooted in ritual.
- T. F** 15) The early Christians enjoyed watching the Roman games.
- T. F** 16) The medieval holy days reverted to pagan rituals
- T. F** 17) The local government in America has been concerned with the provision of recreational activities since its inception.
- T. F** 18) Magazines of all kinds are going out of business.
- T. F** 19) There are at least two smart phones for each person in America.
- T. F** 20) The average time for watching television is 3 hours a day.

Definitions

- 21) Values
- 22) Norms
- 23) Socialization
- 24) Customs
- 25) Mores
- 26) HE model
- 27) SHE model
- 28) AAAPPE
- 29) AAHPERD
- 30) NRPA

Essays

- 31) Discuss the role of the state government in the provision of recreational opportunities.
- 32) Discuss the role of the federal government in the provision of recreational opportunities.
- 33) Compare the role of informal education to the role of formal education in the acquisition of leisure skills.
- 34) How does the physical environment affect leisure behavior?

8

THE INTERNATIONAL SCENE

Multiple Choice

- b** 1) The word gymnasium in German means:
a) training hall b) high school c) basketball court d) gymnastics court
- b** 2) The Western bloc is a name for:
a) a tactic in American football
b) countries of western Europe
c) states west of the Mississippi
d) a Texas cowboy ranch
- c** 3) The term Third World referred to:
a) another galaxy
b) faraway planets
c) developing nations
d) communist nations
- a** 4) The term *restoration* in English history describes the return of the:
a) monarchy b) church c) colonies d) all of the above
- d** 5) The highest ratio of books to population is found in:
a) Germany b) France c) Russia d) Britain
- b** 6) The Gauls are the ancient people of:
a) Germany b) France c) Russia d) Britain
- b** 7) The father of naturalism is:
a) John Muir b) Jean Jacques Rousseau c) Johann Huizinga d) William James
- b** 8) La belle epoque describes a:
a) beautiful woman b) beautiful age c) beautiful painting d) all of the above
- d** 9) The father of German gymnastics is:
a) Jean Jacques Rousseau b) Johann Huizinga c) Johann Gutsmuth d) Friedrich Jahn
- c** 10) The father of physical education is:
a) Jean Jacques Rousseau b) Johann Huizinga c) Johann Gutsmuth d) Friedrich Jahn
- a** 11) The country in which physical fitness was used to ignite nationalism is:
a) Germany b) Russia c) Poland d) Egypt
- b** 12) The country that claims to have started the idea of national parks is:
a) Germany b) Australia c) Russia d) China
- c** 13) The country that is known for its strolling musicians is:
a) India b) Egypt c) Mexico d) China

- a 14) The caste system is unique to:
a) India b) Egypt c) Pakistan d) China
- a 15) Chess came originally from:
a) India b) Egypt c) Pakistan d) China

True-False

- T. F 16) There were no rules for soccer when it was played in the Middle Ages.
- T. F 17) Hunting finer wild game was prohibited to the commoners in the Middle Ages.
- T. F. 18) The Puritans never tried to take over the rule of Great Britain.
- T. F. 19) Golf is the sport associated with the Irish.
- T. F. 20) There was no class distinction in sports in England.
- T. F 21) Even when the Puritans were influential, play was prohibited on Sunday in Britain.
- T. F 22) The Italians were the first to open their estates to the common people.
- T. F 23) Fencing originated in Italy, but refined in France.
- T. F 24) The Catholic Church sanctioned debauchery in France in the Middle Era.
- T. F. 25) Germany has been a united nation since the Middle Era.
- T. F. 26) The people of Poland did not benefit from communism where leisure and recreation were concerned.
- T. F 27) Cafes play an important role in the recreational lives of the Poles.
- T. F. 28) There are more national religious festivals than secular ones in the Developing World.
- T. F 29) The prophet Muhammed encouraged Muslims to participate in recreational activities.
- T. F 30) The Muslim Sabbath falls on Friday.
- T. F. 31) Gambling is unacceptable in Hinduism.
- T. F 32) Dancing is an acceptable practice in Hindu temples.
- T. F. 33) Yoga originated as a ritual in China.
- T. F 34) Boys and girls do not mix in their play in India.
- T. F. 35) All the Muslim caliphs were ascetics.
- T. F. 36) There are similar restrictions on the Muslim Sabbath as was with the Christian Sabbath.
- T. F. 37) Under communism, Chinese toddlers are allowed to play without control.

Definitions

- 38) Bushwalker (in Australia)
- 39) Blood sport
- 40) Dasha
- 41) Kegels
- 42) Public school (in Britain)
- 43) Public house (in Britain)
- 44) *tlachtli*
- 45) *el volador*
- 46) *paseo*
- 47) *charreadas*
- 48) jai alai
- 49) The Royal Game
- 50) *Hammam*
- 51) Harem
- 52) Cultural parks
- 53) Chinese opera

Essays

- 54) Give some benchmark events or tendencies that affected the development of leisure and recreation in Britain.
- 55) Describe the types of recreational activities in a specific Western bloc nation.

- 56) Select one of the countries that was under communism and describe the types of recreational activities in that country under that regime.
- 57) What is meant by developing nations? Which countries are considered in that league and why? Describe their lifestyle as it affects leisure pursuits.

9

DIVERSITY AND INCLUSIVENESS

Multiple Choice

- a** 1) Of the millions who immigrated to the United States between 1820 and 1970, most of them were:
a) Europeans b) Africans c) Hispanics d) Asians
- d** 2) Approximately ____ % of the U.S. population is comprised of minorities.
a) 20 b) 25 c) 30 d) 35
- b** 3) It is estimated that approximately ____% of the United States adult population has some form of disability.
a) 5 b) 20 c) 25 d) 40
- b** 4) Of the many family structures in the United States today, fewer than ____ of the children live with both biological parents.
a) 25% b) 50% c) 70% d) 80%
- d** 5) Barriers to successful family leisure planning include:
a) lack of time b) lack of interest c) lack of information d) all of the above
- b** 6) Basketball for women was first introduced at:
a) Harvard University b) Smith College c) Arizona State University d) Indiana University
- b** 7) In the beginning, college sports were controlled by:
a) parents b) students c) faculty d) all of the above
- a** 8) The National Collegiate Athletic Association was formed to regulate college sports in:
a) 1906 b) 1926 c) 1946 d) 1966
- d** 9) Out of each 10 American children, ____ are overweight.
a) 3 b) 4 c) 5 d) 6
- b** 10) The only state that requires daily physical activity for grades k-12 is:
a) California b) Illinois c) New York d) Texas

True-False

- T F** 11) There are more Blacks than Hispanics in the United States today.
- T F** 12) More than half of the U.S. population is people of color.
- T F** 13) There are more single-parent families headed by women than by men.
- T F** 14) Most Americans believe that spending time with family members is unimportant.
- T F** 15) Most Americans do not accept sports as appropriate activity for girls.
- T F** 16) Bicycling was one of the early sporting activities in which American women participated.
- T F** 17) In the 1920s, women physical educators protested the emphasis on competition.
- T F** 18) An all-girls baseball league was never formed in the United States.
- T F** 19) Women tried to form their own athletic association to keep men from dominating their sport.
- T F** 20) There are fewer women coaches and administrators now than a decade ago.
- T F** 21) Most Americans believe that college sports is in good shape.
- T F** 22) Action was taken after the published report of the Secretary of Health and Human Services in 1990.
- T F** 23) Very few American adults exercise long enough to be physically fit.

- T **F.** 24) The fitness equipment market is expected to decline in the near future.
T **F.** 25) Swimming is the most popular outdoor activity among American adults.

Definitions

- 26) Global village
- 27) Diversity
- 28) Race
- 29) Ethnicity
- 30) The Los Angeles Festival
- 31) Intergenerational programs
- 32) Androgyny
- 33) Gender
- 34) Bloomers
- 35) Playdays
- 36) Title IX
- 37) Rite of passage

Essays

- 38) Why are recreational offerings important for disabled persons?
- 39) What should be considered when planning for family leisure?
- 40) How can an intergenerational program be successful?
- 41) How did the female role in the society change in the past few decades? What does this mean to leisure?
- 42) The textbook suggests the reduction of competition in sport. Do you agree? Why or why not?
- 43) Why is fitness a necessity for the individual? For the society?
- 44) What are the values derived from participating in outdoor recreation?

10

PROVIDERS AND RESOURCES

Multiple Choice

- b** 1) The percentage of land that is still owned by the federal government is about:
a) 50% b) 30% c) 10% d) 0%
- a** 2) The most visited federal recreation areas are administered by:
a) national forests b) national parks c) Army Corps of Engineers d) Tennessee Valley Authority
- b** 3) The National Park Service was established in:
a) 1886 b) 1916 c) 1946 d) 1976
- d** 4) The first national park in the United States is:
a) the Grand Canyon b) Hot Springs, Arkansas c) Everglades d) Yellowstone
- b** 5) As early as 1832, _____ was removed from the public domain, but it did not become a national park until 1921.
a) the Grand Canyon b) Hot Springs, Arkansas c) Everglades d) Yellowstone
- a** 6) _____ is considered by many to be the one of the seven Wonders of the World.
a) The Grand Canyon b) Hot Springs, Arkansas c) Yellow Stone d) Yellowstone
- d** 7) The largest federal land mass is administered by:
a) national forests b) national parks c) Corps of Engineers d) Bureau of Land Management
- c** 8) The first to be designated wilderness area was:
a) Adirondacks, New York b) Everglades, Florida c) Gila, New Mexico d) San Gorgonio, California
- b** 9) The first state to create a state agency for state parks was:
a) California b) Illinois c) New York d) Texas
- d** 10) Today there are approximately _____ acres of state land that are used for recreation.
a) 378 million b) 278 million c) 178 million d) 78 million
- d** 11) There are approximately _____ counties in the United States.
a) 500 b) 1,000 c) 2,000 d) 3,000
- b** 12) There are approximately _____ municipalities in the United States.
a) 8,000 b) 18,000 c) 28,000 d) 38,000
- a** 13) One of the first cities to provide a common, a public garden, and a playground is:
a) Boston b) Los Angeles c) Philadelphia d) New Orleans
- b** 14) The park that set the standard for municipal parks is:
a) Boston Sand Garden b) Central Park c) Hanging Gardens, Babylon d) Versailles Gardens
- c** 15) The first federal agency to advocate for the protection of natural resources was:
a) national forests b) national parks c) Army Corps of Engineers d) Bureau of Land Management

True-False

- T. F 16) Of all the federal agencies that are engaged in recreation, the one that is single-use is the National Park Service.
- T. F 17) All the land managed by the U.S. Forest Service is designated as wilderness.
- T. F 18) Native Americans must abide by their state laws regarding the establishment of gambling casinos.
- T. F 19) The Bureau of Reclamation is responsible for managing, developing, and protecting water resources in the United States.
- T. F 20) All land and water administered by the Tennessee Valley Authority is located in Tennessee.
- T. F 21) Although it manages only 2% of federal lands, the Army Corps of Engineers projects receive 30% of recreation visits to federal areas.
- T. F 22) A massive public works program during the Depression led to the building of many state parks.
- T. F 23) Employee recreation originated in the United States during the second half of the 20th century.
- T. F 24) The USO was deactivated after World War II.
- T. F 25) The downsizing of the various military service branches has not affected military recreation.

Matching

- | | |
|-------------------------|---|
| (26) Wild river | 26) Little evidence of human presence |
| (27) Scenic river | 32) Route of exploration, migration, and military action |
| (28) Scenic trail | 31) Developed & accessible by road, yet must be preserved |
| (29) Connecting trail | 27) Primitive, yet accessible by road in some places |
| (30) Recreational trail | 28) Designated within protected corridors |
| (31) Recreational river | 29) Components between the national system |
| (32) Historical trail | 30) Managed by public and private agencies |

Essays

- 33) What is meant by secular youth organizations? Give examples of these agencies.
- 34) Give the background of as many religious youth organizations as possible.
- 35) Who are the private providers of recreational activities in the United States? Give some details of their activities.
- 36) Trace the development of amusement and theme parks in this country. What are the recent trends in this form of amusive leisure?
- 37) What is the past, present and future of travel and tourism? How does this impact the field of recreation?
- 38) Describe an ideal campus recreation program for a college or university of about 10,000 students.

11

THE PROFESSION

Multiple Choice

- d** 1) In 1907, the Playground Association suggested the following course(s):
 a) normal course in play
 b) play for grade school teachers
 c) institute course in play
 d) all of the above
- d** 2) The first university to offer a curriculum in recreation was:
 a) Illinois b) Indiana c) Michigan d) Minnesota
- c** 3) Today, there are more than ____ 4-year college and university programs accredited by the Council on Accreditation.
 a) 10 b) 30 c) 80 d) 200
- c** 4) The National Council on Accreditation in leisure and recreation was formed by the:
 a) National Recreation and Park Association
 b) American Association for Physical Activity and Recreation (formerly American Association for Leisure & Recreation)
 c) both of the above
 d) neither of the above
- a** 5) There are approximately ____ professional organizations for leisure and recreation around the world.
 a) 25 b) 50 c) 10 d) 2

True False

- T F** 6) The first college degree in recreation was offered before World War I.
- T F** 7) The leisure service profession is not recognized by the Council Postsecondary Accreditation.
- T F** 8) There is no reason to rethink the professional status of leisure professionals.
- T F** 9) Women are not gaining at all in the promotion ladder in recreation and leisure services.
- T F** 10) Leader and manager are synonymous terms.

Matching

- | | |
|--------------------------|---|
| (11) SPRE | 14) <i>Research Quarterly</i> |
| (12) NRPA | 13) <i>Annual in Therapeutic Recreation</i> |
| (13) ATRA | 12) <i>Parks and Recreation</i> |
| (14) AAHPERD | 11) <i>Journal of Leisure Research</i> |
| (15) Student Branch/NRPA | 15) <i>Cornerstone</i> |

Essays

- 16) Give a short description of the evolution of the National Recreation and Park Association.
- 17) How is Canada faring where the recreation and leisure profession is concerned?
- 18) List some of the career possibilities in recreation and leisure.
- 19) List the characteristics of a good leader. How do they apply to the recreation and leisure profession?
- 20) Why are ethics important to a profession? Apply your findings to the recreation and leisure profession.

12

PLANNING AND MANAGEMENT IN LEISURE AND RECREATION

Multiple Choice

- a** 1) The Outdoor Recreation Resources Review Commission was established by President:
a) Eisenhower b) Kennedy c) Johnson d) Reagan
- b** 2) The Outdoor Recreation Resources Review Commission was established in:
a) 1954 b) 1958 c) 1962 d) 1966
- b** 3) The Bureau of Outdoor Recreation was established in:
a) 1958 b) 1963 c) 1968 d) 1973
- a** 4) The federal act that helped local government finance recreation projects, recently, was:
a) Land and Water Conservation Act
b) Surplus Property Act
c) The Recreation and Public Purpose Act
d) all of the above
- d** 5) The combined acreage used as state recreational resources is approximately:
a) 378 million b) 278 million c) 178 million d) 78 million

True-False

- T F** 6) Macro planning in recreation in the United States is a recent phenomenon.
- T F** 7) The report of PLLRC was not thoroughly reviewed.
- T F** 8) Outdoor recreation resources are still plentiful in the United States.
- T F** 9) The Nationwide Outdoor Recreation Plans were based on the fact that participation of Americans in these activities is declining.
- T F** 10) All 50 states participated in the federal plans of 1973 and 1979.

Definitions

- 11) BOR
12) PLLRC
13) ORRRC
14) SCORP
15) MBO
16) TORT
17) Carrying capacity
18) Invitee
19) Sovereign immunity

Matching

- | | |
|------------------------|---|
| 20) ORRRC | 21) <i>One-third of nation's land</i> |
| 21) PLLRC | 22) <i>The Recreation Imperative</i> |
| 22) BOR,70 | 20) <i>Outdoor Recreation in America</i> |
| 23) Nationwide Plan,73 | 24) <i>The State of California</i> |
| 24) SCORP | 23) <i>Outdoor Recreation: A Legacy for America</i> |

Essays

- 25) How are the terms *supply*, *demand*, and *consumption* used in recreation and leisure services?
- 26) What should the planner consider when trying to identify recreational needs?
- 27) Which and when did some of the states become involved in providing outdoor recreation for their citizens?
- 28) What are the sources of financing local recreation?
- 29) Compare the types of facilities that should serve peoples' needs. Use the correct nomenclature and standards.
- 30) How do you feel about evaluating a recreation program? What aspects of it should be evaluated? How?

13

ISSUES AND CHALLENGES IN RECREATION AND LEISURE

Multiple Choice

- d** 1) The deteriorating conditions of inner city parks are reported in:
a) Chicago b) Detroit c) Los Angeles d) all of the above
- b** 2) Of all households in America, ____% own a television set.
a) 100 b) 98 c) 88 d) 68
- c** 3) Of all American adults between 25 and 65 years of age, less than ____% met the minimum requirement in fitness.
a) 37 b) 27 c) 17 d) 7
- c** 4) The leading cause of death in America is:
a) accidents b) cancer c) cardiovascular problems d) homicide
- c** 5) The pornography business in the United States is close to a \$_____ business.
a) 1 billion b) 2 billion c) 10 billion d) 30 billion

True-False

- T F** 6) Most of America's public lands are close to population concentrations.
- T. F** 7) The first reason given for going to drinking establishments is companionship
- T F** 8) Social drinking is America's favorite pastime.
- T F** 9) There is no physiological harm in using anabolic steroids.
- T. F** 10) Gambling has been recognized as an addiction.
- T F** 11) Fees have been charged for recreational services since public recreation agencies were created in the early years of this century.

Definitions

- 12) Bookies
- 13) Couch potato
- 14) Extreme skiing
- 15) Hooliganism
- 16) Point spread
- 17) Taggers
- 18) Type T personality
- 19) Vandalism

Essays

- 20) What should an operator of a high-risk activity do to minimize accidents and injuries?
- 21) What are the consequences in considering sex as a recreational activity?
- 22) Why should leisure scholars attempt to study drinking, drug use, and gambling?
- 23) Write a letter to your city council opposing the charging of fees for recreational activities.

14

ADDING VALUE

Multiple Choice

- c** 1) It is estimated that there are close to _____ homeless persons in the United States.
a) 0.5 million b) 1.5 million c) 2.5 million d) 3.5 million
- b** 2) It is estimated that there are close to _____ persons in prison in the United States.
a) 0.3 million b) 1.3 million c) 2.3 million d) 3.3 million
- c** 3) It is estimated that there are close to _____ crimes committed in the United States each year.
a) 14 million b) 24 million c) 34 million d) 44 million
- a** 4) The man who proposed a land ethics was:
a) Aldo Leopold b) John Muir c) Ralph Nader d) Henry David Thoreau
- c** 5) Americans are spending about _____ in the leisure market.
a) \$130 billion b) \$230 billion c) \$330 billion d) \$430 billion

True-False

- T F** 6) Americans, generally speaking, are not concerned about the plight of the homeless.
- T F** 7) Very few homeless persons are on drugs.
- T F** 8) Many homeless persons are mentally ill.
- T F** 9) Most single-parent homeless families are headed by women.
- T F** 10) Apparently, the concept of partnership has not worked well in recreation.
- T F** 11) It was expected that the workweek would be reduced to 37 hours but it has not.
- T F** 12) The American worker has the highest vacation time of any worker in the world.
- T F** 13) Surveys show that most Americans would rather work and make money than have time off.

Definitions

- 14) Flexplace
- 15) Flextime
- 16) Land ethic
- 17) No-trace ethic
- 18) Workaholic
- 19) Work consciousness

Essays

- 20) Trace the background of the Americans with Disabilities Act of 1990.
- 21) How does the Americans with Disabilities Act affect the work of a local park and recreation department?
- 22) How can a local recreation program help the homeless in a community?
- 23) Write a letter to your state representative in support of the recreation programs in the state prisons.
- 24) In what way would a recreation program be a shield against juvenile delinquency?
- 25) What evidence is there that the recreational natural resources are suffering from overuse?
- 26) Why should the leisure professional follow a code of ethics? What should be included in that code?
- 27) Suggest some remedies to alleviate the conditions of stress and burnout among American workers.