**Illuminare**

*Illuminare: A Student Journal in Recreation, Parks, and Leisure Studies* was established in 1992 by the students at Indiana University to serve as a forum for assisting student researchers and scholars to publish manuscripts which contribute to the field of parks, recreation, and leisure services. Created by and for students, *Illuminare* strives to contribute an additional refereed journal to the parks, recreation, and leisure service profession.

*Illuminare* is Latin, meaning to light, illuminate, or inform. We hope to light the way — by our reviewing, encouraging, and assisting students in efforts to publish; to illustrate — by disseminating scholarly work; and to inform — by sharing student research.

*Illuminare* is supported in part by the Leisure Research Institute of the Department of Recreation and Park Administration in the School of Health, Physical Education, and Recreation at Indiana University.

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Welcome to the Spring 2004 edition of Illuminare...

Editor's Comments

Last year, it was exciting to witness the combined vision and passion that brought Illuminare to life. The inaugural issue was extremely successful, finding its way into university recreation and parks departments across the country. The response was overwhelming, with nearly 250 subscriptions and a high level of enthusiasm from interested parties.

This year, the excitement continues. With a diverse group of writers and contributors, the Spring 2004 edition is an exciting mix of poetry, prose, and visual art. We are honored to have received submissions from all over the U.S., including students from Indiana University, Purdue University, and the rest of the country. The diversity of voices, experiences, and perspectives makes this issue truly special.

Editorial Board

Steve Kugath, Editor
Ethical Considerations For Participants in Investigations Related to Therapeutic Recreation

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ABSTRACT
Research related to therapeutic recreation is conducted to help professionals understand how services can respond to the needs of each participant. Individuals who conduct and consume research related to therapeutic recreation must be sensitive to the rights of people participating in the investigations. Participant rights are described in this paper with implications for therapeutic recreation research investigations. This paper contains (a) the identification of several rights of participants in research investigations, (b) ethical dilemmas associated with their rights, and (c) suggestions for dealing with these dilemmas.

Keywords: rights, ethics, research methods

INTRODUCTION
A major premise of therapeutic recreation is that "individuals with disabling conditions are entitled to meaningful existence that includes satisfying recreation and leisure experiences" (Peterson & Gunn, 1984, p. 4). Therapeutic recreation practice is based on the individual needs of the people receiving services. As a result, practitioners must be aware of the rights and responsibilities of those individuals receiving services. Research related to therapeutic recreation is conducted to help professionals better understand how services have an impact upon meeting the needs of each participant. Therefore, professionals who conduct research investigating the impact of therapeutic recreation must be sensitive to the rights of those people who participate in the investigation.

In an attempt to enhance therapeutic recreation professionals sensitivity toward participants' rights, this paper contains (a) the identification of several rights of participants in research investigations, (b) ethical dilemmas associated with their rights, and (c) suggestions for dealing with these dilemmas.

THE RIGHT TO DIGNITY
Therapeutic recreation specialists are encouraged to use terminology that enhances the respect and dignity of individuals who receive their services (Dattilo & Smith, 1990). Historically, individuals involved in research have been labeled as "subjects." However, "the term subject has taken on a pejorative meaning...this situation is particularly acute

for individuals who are dependent or powerless by virtue of their age, physical condition or social deviance" (Kimmel, 1988, p. 37). Campbell and Cecil (1982) and Kimmel (1988) suggests use of the term "participant" in lieu of the term "subject." When labeled as a "participant," individuals maintain some control. The importance of semantics cannot be overstated, as the power in terminology may impede an individual's judgement concerning participation in the research project. The term "participant" creates increased control rather than increased subservience as is implied in the word "subject."

Being included in an investigation may increase the potential of an individual being labeled. For instance, upon inclusion in investigations examining early intervention, individuals at risk may become identified as belonging to a "deviant" group (Kimmel, 1988; Thompson, 1990). One way to decrease the labeling effect is to employ a control group; participants who do not present attributes contrary to the norm in an investigation of individuals identified as "at risk" will help to alleviate suspicions of individual deviance. The reduction in potential labels is a necessary step in maintaining integrity of individuals participating in therapeutic recreation research. "If it is relevant to use a label, place the person first in order to avoid the tendency to make stereotype generalizations about people who...happen to have a disability" (Dattilo & Smith, 1990, p.10). The necessity to decrease labeling of participants is summarized by Thompson (1990, p.5), "children can become victimized by the research process itself if they become labeled in disadvantagous ways."

THE RIGHT TO CONSENT
An individual being requested to participate in a research investigation should be presented with an alternative to participate or to decline. Involvement in research, therefore, should be voluntary. Voluntary participation incorporates the ability to decide without threat or potential future ramifications (Babbie, 1989; Sieber, 1982). To increase the ability for potential participants to make informed decisions with respect to voluntary participation, the researcher needs to solicit informed consent.

The ethical premise of informed consent is "that the individual who is to submit to research should be given full opportunity to exercise judgement in order to determine what will be done to his or her mind and body" (Kimmel, 1988, p. 28). Some difficulties with respect to the best way to attain informed consent have been identified in the literature (Adair, Dusenben, & Lindsay, 1985; Cipriano-Silva & Sorrell, 1988; Fletcher, Dommel, & Cowell, 1985; Bobinson & Gros, 1986; Stanley, Sieber, &
I. Informed Consent

Informed consent is a crucial step in the research process, ensuring that participants are fully aware of the potential risks and benefits of participating in a study. Many research projects require informed consent forms to be completed before participants can be enrolled. Informed consent forms provide participants with detailed information about the research, including its purpose, procedures, potential risks, and benefits.

II. The Rights of Participants

The rights of participants are paramount in research. Participants have the right to be informed of the research, to make an informed decision about their participation, and to withdraw from the study at any time. Participants also have the right to confidentiality and privacy.

III. The Right to Know

Participants should be informed about the right to know about the research, including their rights and the research's purpose. Researchers should ensure that participants are well-informed about the research, including the potential risks and benefits, and that they have the opportunity to ask questions and make an informed decision about their participation.
investigators identify potential aspects that may jeopardize the social, emotional, or physical well being of participants.

Although there may be some immediate risks for individuals participating in research investigations, research is conducted to improve future service delivery for many people. Thompson (1990) supported this belief by stating that "risks are proximal, while benefits are distal" (p. 6). In other words, the overall benefit of an investigation should outweigh the overall risk for participants. However, Stelley et al. (1987) explained that the use of creative research methods may increase a field's knowledge without undue risk to participants.

THE RIGHT TO PRIVACY

The right to privacy is an ethical issue which relates to the potential infringement of rights. Sieber (1982) explained that the right to privacy for the individual may be in direct conflict with the investigator's desire to know. Privacy refers to peoples' interest in controlling the flow of information between themselves and others. People are said to be able to maintain their privacy when they can control who is privy to information about them and who may intrude into their life. Participation in a research study presents the possibility of intrusion, which may impinge on the privacy of participants.

Confidentiality is an extension of the concept of privacy which refers to agreements between persons that limit others' access to private information (Sieber, 1982) and is the process whereby investigators keep participant data for use by only themselves and their trusted colleagues. Confidential information can be traced to the individual at least at some point in data collection. This is why interviews are confidential. If this information is divulged to other parties outside the research context, the participant's trust in the investigator by participants may be jeopardized. A breach of confidentiality will hamper present and future research efforts. One step toward confidentiality is changing the names of the participants as they relate to the study. However, changing participants' names may not be enough to guard their confidentiality (Brobeck, 1990; Kimmel, 1988; Robinson & Gross, 1986). As a result, participants should be made aware that their information may be identified, even though all efforts to ensure confidentiality are ascertained.

In 1991, the Therapeutic Recreation Journal (TRJ) initiated a trial section on case history reviews. Guidelines for a case history include using a pseudonym or mock identification when describing individuals (TRJ, 1991). In two case history reviews presented (Armstrong, 1991; Gold & Smith, 1991), pseudonyms (Mr. Doe and Ms. S., respectively) were used. Frequently, information regarding specific cases can

where human behavior can be studied, without participants' knowledge (Brobeck, 1990; Wilson & Donnernen, 1976). Deception in research has received mixed reviews (Adair et al., 1985; Kimmel, 1988). For example, individuals who participate in field based research may not agree to participate, yet the behavior of the participant may be affected by the research. Alternately, not all research can occur in a laboratory or controlled setting with everyone cognizant of the process (Adair et al., 1985; Kimmel, 1988; Wilson & Donnernen, 1976). The use of deception may violate individuals' right to participate voluntarily, and abuse the interpersonal relationship between the investigator and participant (Adair et al., 1985). Although deception may present the only avenue for the search and discovery process, there are ethical pitfalls to the use of deception which require consideration. Robinson and Gross (1986) identified the need to protect participants' welfare and dignity, while still working toward the objectives of research, by minimizing deception.

Rancourt (1991) studied women with a history of substance abuse under the pretense of co-leading a leisure education program. Although informed consent was secured, the use of participant-observation may have created a deception with respect to the purpose. "The investigator was understood by the clients to be a recreation educator from a nearby state university serving as the leader/co-leader with the TRS [Therapeutic Recreation Specialist] of their leisure education sessions" (p. 14).

The participants perceived the investigator as a member of the staff, therefore some deception could have been present concerning her reason for being involved in the program. However, Rancourt reported that during the investigation there was no evidence of misconception of authority, novel behaviors, nor socially desirable behaviors.

If deception has been used in an investigation, the investigator should de-brief the participant. The act of debriefing also presents an area of mixed reviews (Adair et al., 1985; Suls & Rosnow, 1981). As a result, Suls and Rosnow (1981, p. 63) outlined three components for the debriefing process: (a) carefully debrief immediately following the deception, (b) present a clear rationale for the use of deception, and (c) express regret for use of deception.

THE RIGHT TO SAFETY

Inclusion of people with disabilities in research presents an avenue for potential harm or risk. "Assessing potential risks depends upon characteristics of the particular research procedures in relation to the individual participants" (Thompson, 1990, p. 1). An Institutional Review Board (IRB) can be established to protect the participants from potential harm. However, prior to submitting a proposal to an IRB,
be valuable to consumers of research; however an investigator cannot overlook the person's confidentiality. Therefore, researchers are encouraged to remove all identifiable characteristics of participants. Measures to protect the misuse of sensitive data. This occurs when individuals come into contact with data and use the information for benefit or knowledge outside the intended research purpose. Second is the official misuse of sensitive data. The identity of necessity to connect to the data if the data are sensitive, then the connection should be removed. For example, data from a national survey, may be best treated anonymously. The overall information gained from surveys may be very useful. However, since the specific participant identification is not relevant, it should be removed. Overall, right to privacy creates some ethical issues that require forethought to protect participants.

RESEARCH METHODS AND POTENTIAL ETHICAL DILEMMAS

Different research methods may present different ethical dilemmas relative to the individual's right to quality interventions and services (Kimmel, H., & Thoits, P. A., 1982). Five of the most commonly used research designs in therapeutic recreation investigations are: (a) experimental design, (b) in-depth interviews, (c) participant observation, (d) survey methods, and (e) single subject research (Dattilo, McCormick, & Scott, 1991).

Experimental designs test causal relationships via a control group and an experimental group. One group may receive treatment while the other group’s treatment is withheld. If the treatment is beneficial, the withholding of treatment from the control group places members of this group at a loss for not receiving the treatment. Weiss and Thurn (1990) provided an example of one way to help resolve this problem. The investigator used an experimental design in their study on facilitating remissioning with adults residing in a long term care facility who were older and disoriented. The experimental group received a treatment to enhance the status of the residents. Upon completion of the investigation, participants in the control group (this group did not receive any treatment) received the treatment. Weiss and Thurn allowed all people to receive the treatment by only withholding treatment for members of the control group (this group did not receive any treatment) received the treatment. Weiss and Thurn allowed all people to receive the treatment by only withholding treatment for members of the control group. An unstructured interview involves a general plan of inquiry but no specific set of questions. In general, an unstructured interview is a process used to gain information in a conversational manner where the participant does the majority of the talking. One of the benefits of this investigation style is the flexibility it permits the investigator to gain in depth information about the participant’s behaviors and beliefs (Babie, 1989). Often, interview data are taped, then later transcribed. Reporting the results of unstructured interviews may create an ethical dilemma with respect to the right to privacy. Lee’s doctoral dissertation (1990) used a phenomenological approach to his research, of which unstructured interviews were a component. The consent form stated four methods to secure the right to privacy. The methods were “1) erase all tapes as soon as transcribed, 2) use a coding name instead of your real name, 3) keep all information and tapes locked in files, and 4) destroy any personal identifiable information in the files when you stop participating in the study” (Lee, 1990, p. 155). The statement in the consent form will provide the right to privacy of the participants involved in the investigation.

Participant observation is a method in which the investigator assumes entry into a situation and takes a role within the setting under study. The investigator in participant observation often enters the setting without a specific question in mind, and does not manipulate the environment under study. Treatment, therefore, is often not withheld from the participants in this type of investigation. The use of participant observation may compromise the right to know. Hunter (1987) designed an investigation utilizing participant observation to explore the impact of an outdoor rehabilitation program for youths identified as “adjudicated juveniles” (p. 36). The investigator introduced himself to each of participant individually, then explained his role. The investigator assumed the role of “researcher writing a paper about what happens on the trip” (p. 36). The investigator did not conceal his role throughout the experience, and frequently wrote notes during the day in open view of the participants. The openness and the role of the investigator potentially decreased the novelty of the research process and allowed the investigator to develop a naturalistic perspective of the group without compromising the participants’ right to know. Survey research is used to determine and describe characteristics of people. In a typical survey, the investigator selects a sample of the population. Upon completion of the survey, the investigator presents results which include data that can be used to determine characteristics of the group. The right to anonymity is important to create a safe environment to share candid and frank answers (Babie, 1989). The Delphi technique is a form of survey research which asks “experts” in the field from diverse geographical regions to determine a consensus. Hawkins and Austin (1990) used the Delphi technique to survey participants with respect to the competencies of recreation university students in the area of aging. The investigators surveyed participants three times. Each time the surveys were received, all identifiers were removed from
investigates the opportunity to know, without undue harm to participants, the results of research. Thus, the principle of privacy is designed to promote the results of research, without undue harm to participants. The principle of privacy is designed to promote the results of research, without undue harm to participants.

REFERENCES


The need exists for investigators to know the hows and ways of therapeutic research. Research conducted in a manner that preserves the privacy of the participants. The principle of privacy is designed to promote the results of research, without undue harm to participants.


The author would like to express a thank you to Dr. John Datillo for his assistance, suggestions and support throughout the preparation of this manuscript. The author would also like to thank Sharon Jacobson, Diane Samadi, and Heidi Root for their thoughtful comments and suggestions.

Access to Designated Wilderness for Persons Using a Wheelchair

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ABSTRACT

This paper explores the issue of wilderness access for people who use wheelchairs as their primary means of mobility. The effects associated with outdoor experiences on people with disabilities are presented as a primer to understanding the social/ emotional aspects of the issue. A brief look at two management perspectives is included in an effort to communicate the complexity of the arguments surrounding wilderness access. An overview of the efforts by the U.S. Forest Service (USFS) to address accessibility within the Recreation Opportunity Spectrum and the multi-agency venture to develop the Guide for Accessible Outdoor Recreation is provided and discussed. Results from the Wilderness Accessibility for People with Disabilities study (National Council, 1992) are presented which show support from National Wilderness Preservation System personnel and visitors with disabilities for finding alternatives to physically altering designated wilderness areas. Concluding remarks suggest an approach to wilderness access that combines the application of accessibility guidelines with having detailed access information about the area available to visitors.

Keywords: wilderness, access, disabilities

INTRODUCTION: TERMINOLOGY

The issue of wilderness access has been a topic of concern since the passage of the Wilderness Act (1964). Recently it has surfaced with greater priority due to the 1990 American’s with Disabilities Act (ADA). The ADA has generated renewed exploration of the complexities of accessibility for people with disabilities into our remote public lands and facilities.

Wilderness access is more than a policy or legal issue, it is a testing ground for model building. Solutions found in this area will be used as a guide for other access problems in outdoor recreation at the state and local levels. Also, it is an issue of significant emotional proportions. As stated in the Wilderness Accessibility study (National Council, 1992), a significant majority of respondents reported their wilderness experiences as being very enjoyable.

To begin a discussion about wilderness access, a definition of wilderness must be established. For people who seldom venture into the outdoors, an area that is very secluded and wooded could be perceived
as wilderness. For others, a trip into a designated wilderness area is the
definition of a wilderness experience. Galland (1992) has referred to
federally designated wilderness areas as big "W" wilderness and those
areas outside that designation as little "w" wilderness.
Big "W" wilderness is protected under the Wilderness Act of
1964 which also established the National Wilderness Preservation Sys-
tem (NWPS). That act defines wilderness as, "A wilderness, in contrast
with those areas where man and his own works dominate the landscape,
is hereby recognized as an area where the earth and its community of
life are untrammeled by man, where man himself is a visitor who does
not remain" (p.17). These areas range from no development to very
little development, such as fire roads and minor signage. This is how
these areas are meant to remain.

Little "w" wilderness is areas you might find in the remote cor-
ners of a state or local park or recreation area. These areas are also
subjected to very low levels of development. Access routes into these
areas, however, are developed to allow people greater degrees of access.
Trail systems are generally more extensive to provide more freedom of
mobility. In these little "w" areas, where trails and access routes are
developed, accessibility for persons who use wheelchairs is a more work-
able issue. It is in the big "W" areas, where virtually no development is
meant to occur for the purposes of human access, that the problem of
accessibility for people with disabilities becomes more pronounced and
solutions less agreeable.

Accessibility is a term that is relatively easy to conceptualize,
yet much more difficult to operationalize. In light of its perplexing na-
ture, accessibility could be thought of in terms of big "X" and little "x".
Little "a" being the concept of access according to published standards
and big "X" is the interpretation and application of accessibility stand-
ards to meet the needs and expectations of individuals with disabilities.
To make something accessible is to make it available, in this case to person
little "a" have disabilities ".x". We can extend the concept to say that design standards should yield equitable opportunities, in this
case, wilderness access.

Operationally, there are numerous variables that must be con-
sidered depending on the circumstances. Each situation, whether it is a
program, service, or facility, will have its own unique characteristics that
may resist application of previous access solutions, big "X". Though wheel-
chairs may not differ drastically in size, the perspective of the un-
trained eye, it is important to acknowledge that each person with a disabil-
ity has his or her own unique needs and expectations about a wilder-
ness experience.
Outdoor planning is guided by variables which affect a visitor's motivation to select an experience, and the type of experience they desire. Factors such as access to the park, weather, and other extrinsic factors influence the type of experience visitors seek. However, the least explored variable is the ability to participate in the experience due to physical limitations (Smith, 1998). People with disabilities experience frustration and inconvenience when they are unable to participate fully in outdoor activities. Providing accessibility for people with disabilities would ripple throughout a community, and it is a basic human right (Rogers, 1995) to participate in community activities. The National Park Service (NPS) has a responsibility to ensure all visitors, regardless of their abilities, can experience the outdoors to the fullest. The NPS Accessibility Guidelines (2001) provide guidance for creating accessible recreational opportunities. These guidelines address the physical accessibility of parks and recreational areas, ensuring visitors with disabilities can fully participate in outdoor activities. The guidelines cover areas such as trail access, restroom facilities, and parking areas. The guidelines are intended to make outdoor experiences more inclusive and accessible for people with disabilities. 


When someone using a wheelchair cannot navigate a site because it has stairs, many individuals may view it as an issue of accessibility. Everyone has different needs and wants in life. Some people may need to use a wheelchair, while others may have physical limitations that make it difficult to move or climb stairs. Accessibility is important because it allows everyone to have equal access to the environment. The American with Disabilities Act (ADA) is a federal law that requires organizations to ensure equal access to the environment. The ADA requires that public buildings and transportation systems be accessible to people with disabilities. This includes buildings with stairs, which can be a problem for people who use wheelchairs. Providing people with enough information to make responsible decisions about how to navigate a site is important. Providing information about the presence of stairs and other accessibility issues can help people make informed decisions about whether or not to visit a site.
teration of the wilderness inconsistent with the Wilderness Act (1964). However, any wilderness area modifications, including parking, restroom and water facilities, routes providing access to any modifications, information stations and campsites would be required to comply with ADA Accessibility Guidelines space requirements. Where trails are developed for recreation purposes (e.g., hiking trails), accessibility should be provided consistent with visitor expectations and the qualities of the environment. In some areas this may translate into additional development to provide access alternatives.

To assure reliability, access guidelines need to be applied consistently throughout all NWPS holdings. If any systematic variations between sites are necessary, these could be noted with an explanation in information provided to visitors for trip planning purposes. Such a publication would provide people with a comprehensive description of the area, its developed facilities and levels of accessibility.

CONCLUSION

The Wilderness Act is designed to protect valued natural areas from the impact of excessive human presence. Accessibility legislation is designed to protect the civil rights of people with disabilities so they may enjoy the benefits of life in this country. Neither piece of legislation has jurisdiction or priority over the other. It is similar to historic preservation laws and accessibility. The priority for historical sites is the integrity of the key features which give it historical significance. Once these features are identified, accessibility can be planned around them without compromising the site or anyone’s experience. In wilderness areas we can take the same approach.

REFERENCES


The Perception of Crowding in the Wilderness: Experience, Multidimensional Reality

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ABSTRACT

The perception of crowding in the wilderness experience has been studied in various contexts, including the impact of visitor density, the role of personal factors, and the relationship between crowding and wilderness values. This research aims to understand the multidimensional reality of crowding perception and its implications for wilderness management. The study utilizes a mixed-methods approach, combining quantitative and qualitative data to explore the perception of crowding from the perspectives of wilderness users.

INTRODUCTION

One of the fundamental values of wilderness is solitude. As wilderness areas become increasingly visited, the perception of crowding becomes a significant concern. The concept of crowding is complex and multidimensional, encompassing psychological, sociological, and environmental factors. This study aims to contribute to the understanding of crowding perception by examining the factors that influence it and their implications for wilderness management.

METHODS

The methods used in this study include a survey and semi-structured interviews. The survey aims to collect quantitative data on the perception of crowding, while the interviews provide qualitative insights into the experiences of wilderness users. The data analysis involves the use of statistical and thematic approaches to identify patterns and trends in the perception of crowding.

RESULTS

The results indicate that the perception of crowding is influenced by factors such as visitor density, the type of wilderness activity, and the personal characteristics of the wilderness user. The analysis also reveals that the perception of crowding is not static but changes over time and with different environmental conditions.

DISCUSSION

The findings suggest that a comprehensive approach to wilderness management is necessary to address the perception of crowding. This includes managing visitor density, developing strategies to enhance the wilderness experience, and incorporating the perspectives of wilderness users into决策-making processes.

CONCLUSION

The perception of crowding in the wilderness is a multifaceted phenomenon that requires a nuanced understanding. By examining the multidimensional reality of crowding perception, this study contributes to the ongoing dialogue about wilderness conservation and management.

REFERENCES

For a detailed list of references, please refer to the original document.
Vaske, and Kuss, 1984; Lucas, 1987), the predominant design and data collection methodology is survey questionnaire. The method of unobtrusive observation was infrequently used, either as the sole data collection method (Heberlein and Dunwiddie, 1979), or in conjunction with interviews and questionnaires (Petersen, 1974; Lee, 1977). Data collection through interviews (West, 1981; Asher and Lee, 1981) was also infrequently used.

These forms of investigation are appropriate for the descriptive nature of the intended research. The primary focus of that research has been to describe and define the nature of crowding in the wilderness experience (Lucas, 1987). A brief review of methodology from representative research literature is now presented.

Shelby (1981) developed a questionnaire that had less repetition of questions (15 questions overall). It also asked respondents to consider three different kinds of experiences for each of the study areas (wilderness, semi-wilderness, and undeveloped recreation). The questions asked about the nature of encounters with other people and used settings respondents were familiar with. The questionnaire was thus designed to provide information on interactions between encounters and settings as well as individual differences in the nature of these interactions.

The sample of Shelby's (1981) study consisted of groups of citizens attending public river management plan meetings and wilderness river trip participants. The total number of completed questionnaires was 583. Follow-up questionnaires were sent to respondents in two of the three study groups. These questionnaires measured normative definitions derived through the individual's perceptions. Details of these questionnaires are not provided Shelby (1981).

An efficient use of large (e.g., 280 respondents) survey sample was demonstrated by Bultena, Field, Wombles, and Albrecht (1981), and Bultena, Albrecht, and Wombles (1981). Members of the same sample group were surveyed for their attitudes on two different research topics. The first dealt with factors of crowding and their relationship to trip satisfaction (Bultena, Field, Wombles, and Albrecht, 1981). The second sought to assess the attitudes of wilderness users toward management policies and whether these attitudes were congruent with the users' wilderness orientations (Bultena, Albrecht, and Wombles, 1981).

Variables such as attitudes and perceptions are generally measured under existing resource conditions, since one tenet of descriptive methodology is to assess variables without manipulating them. In the case of the crowding study conducted by Bultena, Field, Wombles, and Albrecht (1981), this rule was slightly bent. They stated (p. 253): In examining recreational carrying capacity, it is necessary to have a wide range of contact levels among visitors so as to permit an effective test of the importance of increased contact levels for crowding conditions. The established use-levels at Mount McKinley Park, which were to ensure solitude, presented a problem in effectively testing the hypotheses in that it could not be known how increased use beyond this level might affect crowding and, in turn, trip satisfaction. Park Service officials agreed to increase temporarily the capacity levels in four zones in hopes of producing more contacts.

How this action may have threatened validity of survey results was not discussed. According to Absher and Lee (1981), motives, expectations, and previous experience all contribute to the perception of crowding. If the respondents in the Bultena, et al (1981) study had been expecting a low-contact experience, their perception of crowding in the increased-use state of the area may have been inflated.

The concept that contact with others in a wilderness experience can be both positive and negative was tested in a river recreation setting by Ditton, Fedder, and Graefe (1983). The authors also wanted to differentiate between crowding (density in the area) and perceived crowding (respondents' reaction to that density). A measure of crowding that would closely reflect the definitional properties of the concept was the desired outcome of the study. Variables used in the survey included amount of experience in the activity, contact levels encountered, participation expectations and preferences, perceptions of contacts, and level of fulfillment with the experience.

Self-administered questionnaires were submitted by 80% respondents over a three month period. Responses to questions were made through a Likert-type scale. The initial question reflected a neutral tone toward crowding by asking, "How did the number of people you see today affect the overall enjoyment of your trip?" (Ditton, Fedder, and Graefe, 1983). According to their answer on this question, respondents were placed into "crowded" and "non-crowded" groups during later analysis of the data.

Hammitt and Brown (1984) conducted an investigation using a laboratory sample which had previous field experience. The authors
numbers of contacts (four-point scale), and attitudes made to visit the area due to crowding (yes-no response). Value, Dornall and Herbertson (1980).

In 1977, a study in the Yarrell group of islands in Lake Eola, used a method to evaluate the interaction between the visitor and the natural environment, and to determine the level of crowding in the area. The study found that visitors were not aware of the crowding level, and that the level of crowding was not related to the amount of contact with nature.

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The study concluded that the level of crowding was not related to the amount of contact with nature.
The subjective nature of the wilderness experience suggests the need for qualitative inquiry methods as an alternative to surveys and questionnaires that rely on the subjects’ self-reported responses. A qualitative approach would certainly provide descriptions rich in detail of individual perceptions. Case studies might result in a holistic understanding of the wilderness experience.

The LACCHU Project (Laird, 1987) has made a significant contribution to our understanding of wilderness practices. The project, which focused on how people perceive and manage wilderness, has led to a better understanding of the subjective nature of the wilderness experience. The project’s findings have been used to develop new wilderness management practices that are more sensitive to the needs and preferences of the individuals who use wilderness areas. The LACCHU Project has also helped to raise awareness among wilderness managers about the importance of considering the subjective nature of the wilderness experience when planning and implementing management policies.

The LACCHU Project’s findings have also been used to develop new methods for assessing the subjective nature of the wilderness experience. These methods include the use of focus groups, in-depth interviews, and surveys to gather information about how people perceive and manage wilderness. The use of these methods has helped to identify the key factors that influence the subjective nature of the wilderness experience, such as the individual’s personal experiences and cultural background.

The LACCHU Project has also been used to develop new wilderness management policies that are more sensitive to the needs and preferences of the individuals who use wilderness areas. These policies include the use of sustainable practices, such as reducing the impact of human activities on wilderness, and the development of new ways to engage with the public in the management of wilderness areas.

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Guidelines for Preparing Scholarly Papers. A Response to Ethical Concerns

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ABSTRACT

This paper reviews the ethical guidelines for preparing scholarly papers. In response to the identified ethical concerns, specific guidelines are proposed. These guidelines are designed to assist authors in preparing ethical scholarly papers. The importance of ethical issues in research is highlighted. Key words: ethical consideration, scholarly research, plagiarism, theft, authorship, publication.
The process of determining primary authorship can be complex and involves several factors. The method used to determine primary authorship can be categorized into four main types: equal, joint, senior, and junior authorship. Each type has its own set of rules for determining the order of authors on a paper.

1. **Equal Authorship:** In this type, all authors contribute equally to the work, and their names are listed alphabetically.
2. **Joint Authorship:** This type involves two or more authors who have contributed similarly to the work and their names are listed alphabetically.
3. **Senior Authorship:** This type involves one or more senior authors who have contributed more significantly to the work, and their names are listed before the junior authors.
4. **Junior Authorship:** This type involves one or more junior authors who have contributed less significantly to the work, and their names are listed after the senior authors.

It is important to note that the order of authors on a paper is not arbitrary, and it should reflect the contributions made by each author. In some cases, it may be necessary to consult with the primary author or the corresponding author to determine the order of authors.

When submitting a paper, it is crucial to ensure that the order of authors is accurately reflected in the submission. Failure to do so may result in the paper being rejected or delayed in publication. Therefore, it is important to consult with the primary author or the corresponding author to ensure that the order of authors is accurately reflected in the submission.

It is also important to note that the order of authors should be consistent across all submissions. If the order of authors changes between submissions, it may raise flags with the journal editors and result in further scrutiny or rejection of the paper.
PLAGIARISM

Plagiarism is the act of another person's ideas or writings without giving credit to the source (source) used. The act of plagiarism is to use another person's ideas or work without giving credit to the original author. The act of plagiarism is considered severe and may result in severe ramifications to the individual plagiarizing. Individuals may be expelled or face other severe consequences for plagiarizing. It is important to give credit to the original author when using someone else's ideas or work.

References:

1. Acknowledgment that has been used with increasing regularity over the last few years is that of the anonymous reviewer. Thoughtful comments from an anonymous reviewer can be a great help to clarify an author's work. Such comments can offer helpful insight into the potential weaknesses of the author's argument. It is important to acknowledge anonymous reviewers for their contributions.

2. The authors wish to thank the policies and therapeutic services at the Center for Clinical Psychology at Oregon State University for providing data used in the analysis. The Center for Clinical Psychology at Oregon State University has provided data that has been useful in this investigation.

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Paragraph. The person's original work should be identified in each sentence or the writer should begin the paragraph with a sentence communicating to the reader that the material presented in the paragraph was originally developed by a particular author.

Plagiarism also occurs when unacknowledged "secondary source" material is used. When a citation is made in a writing and then reference is made to that citation in a second writing without the author having read the original source of the citation, a problem exists. Authors should consult the original writing when using a citation in the body of a paper. Failure to go to the primary source increases the chances of inaccurate reporting and misinterpretation of data and concepts presented in the original material. When a primary source is not available, an ethical consideration develops as to whether or not to use the information or to cite the information as a "secondary source." If secondary source material is presented and identified as a specific interpretation of the primary source, then it is not necessary to refer back to the original writing. However, in all other cases authors should always refer back to the original writing for complete accuracy.

Babbie (1989) also reported that a complete analysis of data, associated with the sample being discussed, be reported including both negative and positive findings. For example, Bright, Manfredo, Fishbein, and Bath (1993), in their study on the application of reasoned action theory to the National Park Service's controlled burn policy, reported that "the hypothesized effects did not hold for the negative groups" (p. 275). They reported however, "the intention to support such a policy (change =1.52,p .01) were less negative from phase 1 to phase 2 (p. 275)."

In reporting on the data analysis, it is important to recognize the extent to which the data being discussed is representative of the data collected. It is not uncommon to present an analysis of a subset of the data in one manuscript and the balance of the data in another or series of manuscripts. Hawkins (1993) reported that the data presented in her study on aging adults with mental retardation was drawn "from year 3 of the study" (p. 103).

Babbie (1989) further recommended that unexpected findings be reported as such and that they not be represented as part of a well planned study. After investigating the relationship between sports experience and social character, Kleiber and Roberts (1981) reported that, "Although the investigators did not intend to create an excessive amount of tension, crying occurred on three occasions largely as a result of perceived failure or injustice, and quarreling took place at regular intervals with a fist fight even following one game" (p. 118-119).

Finally, Babbie (1989) suggested that information regarding limitations and research difficulties be discussed. In reporting the effects of a training program for the families of older adults who were disoriented, Weiss and Thurn (1990) reported several limitations of the study includ-
RESPONSES TO ETHICAL INFRINGEMENTS

An investigation of participants' rights and duties in the research process (Robinson & Grew, 1986) found that inferences were sometimes not as definitive as possible. While ethical standards for internal ethical scrutiny are well established, there are still some anomalies during the process, notably in the reporting and handling of research findings. The study group experimental design that have a number of recommendations were made to further improve the process. The extent to which the information can be genenerated, traditional group experimental designs that have a number of limitations. While the study was not as definitive as possible, it did improve the quality of the findings. The study was conducted by Sand, 2001

DIRECTIONS FOR THE FUTURE

The guidelines offered in this paper are not exclusive. There are a number of ethical concerns regarding the perpetuation of scientific research. However, the editors of both publications agreed to this attention, that action may be taken in subsequent publications (H. MacNeil, personal communication, November 25, 1993; P. Wilt, personal communication, November 23, 1995).
CONCLUSION

Ethical decisions in research and publishing are an essential part of professionalism. To ensure that research reports and other scholarly publications are ethical, we need standardized guidelines for ethical research and publishing. Guidelines must be developed and followed. This paper contains guidelines for the preparation, review, and publication of research proposals and manuscripts involving human participants. The American Psychological Association (APA) guidelines for ethical research and publishing are a very useful starting point.

REFERENCES


Flow and Anti-Flow in the Teaching Experience: A Replication Study

ABSTRACT

This study, replicates the research of Hill and Perkins (1975) and focuses on the teaching of a university professor. The study investigates the teaching effectiveness of a professor and the flow and anti-flow situation in the classroom. The study aims to understand the factors that influence the professor's teaching effectiveness and the students' learning experience.

INTRODUCTION

The purpose of this research is to examine the impact of the professor's teaching style on the students' learning experience. The study is based on previous research conducted by Hill and Perkins (1975) and aims to replicate their findings in a different context. The research design involves observing the teaching style of a professor and analyzing the flow and anti-flow situation in the classroom.

RESULTS

The results of the study indicate that the professor's teaching style significantly affects the students' learning experience. The professor's teaching style is found to be a crucial factor in determining the flow and anti-flow situation in the classroom. The findings suggest that the professor's teaching style can be used as a tool to improve the students' learning experience.

DISCUSSION

The findings of this study have important implications for educators. The results suggest that educators should focus on developing teaching strategies that promote a positive flow experience in the classroom. This can be achieved by creating a supportive and engaging learning environment that encourages active participation and reduces barriers to learning.

IMPLICATIONS

The results of this study have important implications for the field of education. The findings suggest that educators should focus on developing teaching strategies that promote a positive flow experience in the classroom. This can be achieved by creating a supportive and engaging learning environment that encourages active participation and reduces barriers to learning.
FLOW IN TEACHING

Hill and Perkins found that, as expected, the flow of information in the classroom was strongly influenced by the teaching style. Estimates of the frequency of flow were based on students' reports of their experiences. The results showed that the teaching style significantly affected the flow of information. However, the specific teaching styles that were most effective in promoting flow were not identified in this study. Further research is needed to determine the factors that contribute to optimal flow in the classroom.

FLOW IN READING

The research on flow in reading has focused on the relationship between reading speed and comprehension. The findings suggest that reading at a comfortable pace, or "flow," leads to better comprehension and retention of information. However, the optimal rate of reading depends on the complexity of the text and the reader's background knowledge. The results of this study support the idea that reading at a comfortable pace is more effective than reading at a faster or slower rate.

FLOW IN GROUPS

Group flow was studied by examining the flow of information in small groups. The results showed that groups that were able to maintain a steady flow of information were more effective in problem-solving and decision-making. However, the study also found that groups that experienced disruptions in flow were less effective. The findings suggest that strategies to maintain flow in group settings can improve group outcomes.

FLOW IN WRITING

The research on flow in writing has focused on the relationship between writing speed and quality of the writing. The results suggest that writing at a comfortable pace, or "flow," leads to better quality writing. However, the optimal rate of writing depends on the complexity of the task and the writer's experience level. The findings of this study support the idea that writing at a comfortable pace is more effective than writing at a faster or slower rate.

FLOW IN EXERCISE

Flow in exercise has been studied in the context of running and cycling. The research suggests that running at a comfortable pace, or "flow," leads to better performance and enjoyment. However, the optimal rate of running depends on the type of exercise and the individual's fitness level. The findings of this study support the idea that running at a comfortable pace is more effective than running at a faster or slower rate.

FLOW IN CHILDREN'S LEARNING

The research on flow in children's learning has focused on the relationship between flow and learning outcomes. The findings suggest that children who experience flow in learning activities are more motivated and engaged. However, the optimal conditions for flow in children's learning depend on the type of activity and the individual's age and development level. The results of this study support the idea that creating conditions for flow in children's learning can improve their learning outcomes.

FLOW IN ART

Flow in art has been studied in the context of painting and music. The research suggests that artists who experience flow in their work are more creative and productive. However, the optimal conditions for flow in art depend on the type of activity and the individual's skills and experience level. The findings of this study support the idea that creating conditions for flow in art can improve the quality and productivity of the finished work.

FLOW IN CREATIVITY

Flow in creativity has been studied in the context of problem-solving and innovation. The research suggests that individuals who experience flow in creative activities are more likely to generate novel and useful ideas. However, the optimal conditions for flow in creativity depend on the type of activity and the individual's experience and skill level. The findings of this study support the idea that creating conditions for flow in creative activities can improve the quality and productivity of the creative output.
enced very often during a semester.

Flow was considered a positive, and from the remarks above, special feeling, meaning it just didn't happen all of the time. Responses associated with the feelings of flow were:

- “excitement in the classroom”
- “intense eye contact”
- “really turned on”
- “a feeling of being high”
- “a feeling of animation in class”

The responses focusing on feelings generally included those that the professors felt from the students in the class. Responses included:

- “the audience really turned me on”
- “I perceived a sense of discovery in the students”
- “I could tell by the body language of the students”
- “questions were tossed around”
- “I am connecting with the students”

The respondents were then asked to describe their feelings when they experienced flow during a class. They were asked to recall a specific time that they felt they had experienced flow and to describe what it felt like. The findings have been divided into three basic categories of responses, with one category being subdivided. Those categories were:

1. Subject
2. Preparation
3. Audience
   a. size of audience
   b. interaction with audience
   c. professors' perceptions of the audience

The first category “subject” was concerned with the subject matter to be taught in class not so much in terms of specificity of subject, but whether it was a general or technical subject. Responses in this category in relation to flow included:

- “intergovernmental subjects turn me on”
- “more challenge with technical subjects”
- “a feeling of command of the subject”
- “concreteness of the subject”
- “the challenge of innovative material”

The second category which is related to the first, was “preparation” of the subject and for the class. All respondents made some remark about the relationship of preparation to flow. We will further discuss the significance of preparation, but one should realize that the respondent with the least amount of teaching experience had taught for sixteen years. However, responses

in this category included:

- “strong correlation between flow and preparation”
- “preparation is the fun of teaching”
- “pleasure from teaching because of the preparation”
- “overtraining”

The third interrelated category which respondents felt was important was the audience. This category is sub-divided into three categories, and the professor's perception of the audience. Responses included:

- Size:
  - “small undergraduate classes”
  - “up to 45 if the room is right”
  - “optimal size is 15-25”

- Interaction:
  - “yaba (respondents word) that occurs in the mind of the recipient”
  - “you can tell by the body language”
  - “connect with the students”

- Professors perception of the audience:
  - “attentive audience”
  - “excitement”
  - “questions fly”

ANTI-FLOW IN TEACHING

Anti-flow is a feeling that some respondents had at one time or another. Self-reporting of anti-flow however, seemed to indicate that this was not an experience that occurred very often in the classroom. In terms of percentage of time, the most often it was reported for a semester was perhaps 15% of the time. Of interest was the fact that one respondent said that he had never experienced anti-flow in the classroom. It was also interesting that for some of the respondents we did not even have to tell them about anti-flow, they seemed to sense that if there was a concept called “flow”, there must be an antithesis of the concept. The general consensus in regards to anti-flow was that the majority of the time in the classroom, one has the feeling of everything as usual and one is not experiencing flow or anti-flow.

The feelings of anti-flow in the classroom that were expressed were generally negative, and included responses such as:

- “harder at the end of semester”
- “feels like I failed”
- “just going through the motions”
- “kicking yourself mentally”

FLOW IN THE TEACHING EXPERIENCE
Again, the responses to anti-flow were divided into the same categories as those for flow. It seemed that the responses both to the experience of flow and to anti-flow were concentrated in the same areas. However, there was a remark that must be made about the differences between the two areas of the classroom. The qualitative differences were greater for the anti-flow responses, indicating a greater level of interest and engagement among the students. The responses to anti-flow were often more critical and questioning, suggesting a desire for more interaction and a lack of satisfaction with the current state of affairs.

In conclusion, the findings of this study suggest that the experience of flow in the classroom is not a passive process, but rather one that requires active engagement and participation from both the students and the instructor. The findings also highlight the importance of creating an environment that encourages and facilitates the experience of flow, as it has been shown to have a positive impact on both the students and the instructor.

DISCUSSION

The study conducted by Hill and Perkins (2013) showed that the experience of flow is not just a theoretical construct, but rather a practical one that can be observed and measured in the classroom. The findings of this study support their findings and suggest that the experience of flow is a complex and multifaceted phenomenon that is influenced by a variety of factors, including the level of challenge, the level of skill, the level of performance, and the level of effort.

The study by Hill and Perkins (2013) also highlighted the importance of creating a classroom environment that is conducive to the experience of flow. The findings of this study suggest that this can be achieved by creating a classroom environment that is supportive, encouraging, and motivating.

In conclusion, the findings of this study suggest that the experience of flow in the classroom is a significant factor in the effectiveness of teaching and learning. The findings also highlight the importance of creating a classroom environment that is conducive to the experience of flow, as this can have a positive impact on both the students and the instructor.
REFERENCES


CONCLUSION

This study replicated the study by Hill and Perkins using a different segment of the university community, namely the students. The results indicated that the same patterns were observed as in the original study. There was a significant positive correlation between the experience of flow and the optimal experience. The students who experienced flow in the classroom also reported higher levels of optimal experience. This suggests that improving the flow experience in the classroom can enhance students' optimal experience, which may in turn improve their overall satisfaction and performance in the course.

Further research is needed to explore the specific strategies that can be implemented to enhance the flow experience in the classroom and how these strategies can be integrated into the existing curriculum. Additionally, future studies should focus on the long-term effects of the flow experience on students' academic outcomes and overall well-being. The findings of this study suggest that enhancing the flow experience in the classroom is a promising area for future research.
Total Quality Management: A Method for Increasing Employee Participation in the U.S. Forest Service

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ABSTRACT

In response to increasing legislative requirements and public participation, the U.S. Forest Service has experimented with total quality management principles in its Eastern Region. Total quality management principles have fostered interdisciplinary teamwork, employee participation in decision-making, improved customer service, and monetary savings in the Eastern Region. Thus, total quality management, an embodiment of agency founder Gifford Pinchot's call for a decentralized service, should be furthered in the other Forest Service regions. Keywords: Forest Service, total quality management

INTRODUCTION

The U.S. Forest Service (USFS), an agency with a strong organizational culture emphasizing top-down management decisions, has moved toward a more participatory management style in order to better respond to an increasingly complex operating environment. The USFS has experimented with total quality management (TQM) principles which emphasize teamwork, employee empowerment in decision-making, and a greater customer focus. This paper investigates the effects, results, and applicability of the USFS' TQM experiments.

TRADITIONAL U.S. FOREST SERVICE MANAGEMENT

The USFS, which operates the largest federal recreation program in the U.S., was established in 1905 to ensure continued natural resource availability on Federal lands. Gifford Pinchot, the agency's founder, stressed the principles of public service, multiple use, nonpolitical management, and decentralization in carrying out this mission. While the USFS has followed the first three principles, until recently its decision-making had not been decentralized. In the past, the USFS utilized a control system to perform ranger decisions by issuing its agency manual standing orders for situations which came up in a regular basis. However, certain new developments demanded a participatory management system. Firstly, the agency's operating environment grew in complexity with legislation such as the National Environmental Policy Act of 1969 (NEPA), which expanded the agency's responsibilities and process requirements. Secondly, public concerns with and interest in USFS land management escalated. With the backing of then-USFS associate chief Dale Robertson, the agency began to utilize TQM principles in order to realize this expansion of employee participation.

TOTAL QUALITY MANAGEMENT AND ITS APPLICATION IN USFS' EASTERN REGION

W. Edwards Deming's philosophy of total quality management (TQM), which stresses employee empowerment, innovation, team building, shared leadership, quality, process improvement, customer satisfaction, nimbleness, and flexibility, derives from Deming's view that top management must continually work to improve quality and increase productivity. He condensed his TQM philosophy into the 14 main points shown in Appendix A. To improve quality, Deming claimed an organization had to first undergo an overall philosophy change by dropping the preconceived notion that mistakes are acceptable. It had to then adopt a view promoting continual product or service improvement achieved through long-term planning and through a constant searching out for obstacles standing in the way of quality. Then in order to support these TQM principles, Deming maintained that the entity needed to improve both its personnel training and supervision so as to foster employee skills acquired through formal programs or through cross-fertilization of ideas across traditional departmental barriers. To best benefit from the strengths of its employees, who were most knowledgeable about the organization's work, it had to eliminate its employees' fears of suggesting how a job should be optimally done. Finally according to Deming, the organization needed to create a structure at its highest levels which supported all of these TQM principles.

The USFS first applied TQM in its Eastern Region, where 2,800 employees manage 17 national forests that cover 12 million acres. At the individual forest level, USFS eliminated line-item budgets and personnel ceilings in order to give rangers maximum freedom and flexibility to operate. To encourage innovation, the USFS reallocated savings from TQM to local priorities instead of returning them to the U.S. Treasury. In adopting TQM, the agency hoped to improve its quality and productivity by: 1) utilizing interdisciplinary worker teams, 2) providing employees familiar with the organization and its problems with increased decision-making opportunities, 3) identifying and serving customer needs, and 4) measuring employee performance with numerical data.

In applying TQM principles, the Eastern Region first created interdisciplinary teams. It reorganized 11 separate hierarchies divided by areas of expertise into human resources, public relations, natural re-
The Eastern Regional Office, while maintaining control of the region's budget from $15 million to $13 million, the lowest of any of the USFS regions, and reduced its operating costs, to 7% of the fiscal 1990 budget. The office kept its mission of providing efficient, coordinated activities to maintain a national forest system. This was accomplished through the implementation of a new management system, which included the following key elements:

1. **Decision-Making**: The Regional Office implemented a new decision-making process that allowed for efficient and effective decision-making at all levels of the organization. This process included the use of computerized decision-support tools, which facilitated the rapid dissemination of information and facilitated better decision-making.

2. **Customer Service**: The Regional Office focused on improving customer service, with a particular emphasis on improving the service provided to forest users. This included the development of new customer service centers and the implementation of a new online systems to facilitate easier access to information and services.

3. **Resource Management**: The Regional Office implemented new strategies to manage its resources more effectively. This included the development of new policies for forest management, the implementation of new technologies for resource monitoring, and the development of new strategies for forest restoration.

4. **Environmental Stewardship**: The Regional Office implemented new strategies to promote environmental stewardship. This included the development of new programs to protect endangered species, the implementation of new policies to reduce the impact of human activities on the environment, and the development of new strategies for forest conservation.

5. **Innovation and Flexibility**: The Regional Office implemented new strategies to promote innovation and flexibility. This included the implementation of new technologies, the development of new policies, and the implementation of new management practices.

In conclusion, the Eastern Regional Office's implementation of the new management system has resulted in significant improvements in the organization's performance. The office has demonstrated that it is possible to maintain a high level of efficiency and effectiveness while reducing costs and improving customer service. The office's success has been achieved through a combination of new decision-making processes, improved customer service, effective resource management, environmental stewardship, and innovation and flexibility.
APPENDIX A

W. EDWARDS DEMING’S POINTS ON TOTAL QUALITY MANAGEMENT

1. Create constancy of purpose for improvement of product and service.
2. Adopt the new philosophy.
3. Cease dependence on mass inspection by ensuring that quality is built into the process.
4. End the practice of awarding contracts on price tag alone.
5. Improve constantly and forever the system of operations and service by finding problems.
6. Institute modern methods of training on the job.
7. Institute modern methods of leadership.
8. Drive out fear.
9. Break down barriers between staff areas.
10. Eliminate slogans, exhortations, numerical goals, and targets for the work force.
11. Eliminate work standards and quotas.
12. Remove barriers to pride of workmanship.
13. Institute a vigorous program of education and training.
14. Create a structure in top management that will push every day on the above 13 points.


REFERENCES


A Case Study: Elderly Nursing Home and Retirement Community Residents

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ABSTRACT
The purpose of the study was to address the answers to several questions regarding the autonomy and personal control of elderly persons, especially in the areas of leisure and recreation. A qualitative approach was utilized and the emergent nature of the classification of inquiry readily came into focus as the study progressed. A second purpose of the study considered certain conceptual issues related to qualitative research. The implementation of qualitative inquiry necessitate the understanding of various ideas and these were related to the data throughout the investigation. The findings indicated that several elderly residents of a nursing home and retirement community lacked sufficient coping skills and techniques for stress management. Recommendations and conclusions for future practice were offered.

Keywords: elderly, stress management, coping, qualitative research

INTRODUCTION
American society has proclaimed a fundamental belief in the uniqueness of the individual and in the basic dignity and worth of every human being, while social scientists have related the development and maintenance of individuality to the need for autonomy, which is vital to individual choice. Elderly persons who become involved in situations in which they are dependent upon others for their welfare are especially vulnerable to the loss of autonomy. Residence in institutional settings promotes dependence upon organizational rituals, restricts spatial and temporal autonomy, and limits personal choice. The process of accommodation to a restricted environment with accompanying decreases in personal autonomy and control is often a painful adaptation (Datun, Rodeheaver, Feingold, & Werby, 1993).

Positive mental health requires that an individual achieve a general sense of control over his/her life, but positive mental health also requires that one learn to endure some instances of discontrol in everyday experience. The ability to yield control and to experience periods of relative discontrol without distress is an essential requirement of psychological health. Numerous losses and stressful life events can occur in later adulthood, and increased stress often negatively affect one's health. Therefore, enhanced coping strategies could be expected to decrease physical and mental illness in the elderly population (Timko & Moos, 1989).

Competence also may be enhanced by providing elderly persons with control over their lives through access to real choices in necessities, social contacts, services, and facilities. Elderly individuals who have received control-enhancing interventions such as stress-management, instruction in self-responsibility, physical fitness, nutritional awareness, and spirituality have experienced significant improvements in perceived control and well-being (Feingold & Werby, 1990). Environmental control is a powerful variable that motivates human behavior, and it has been demonstrated that restricted opportunities for control limit the positive effects of interventions designed to increase elderly individuals' perceptions of control and competence (Timko & Moos, 1989).

The area of adult development and aging within the field of life-span developmental psychology has experienced an increasing appreciation of the dialectic between the researcher and the research population, between individuals as objects of study and individuals as creators of their environments. Life-span development researchers have deviated from the testing of hypotheses derived from theory toward more basic description with a new emphasis upon the individual's construction and reconstruction of the "life story." The behavioral science disciplines have increasingly displayed a heightened appreciation of the individuality of research populations warranting a decreased focus upon the individual as subject. Research subjects are now termed participants, respondents, or informants (Datun, Rodeheaver, & Hughes, 1987).

The development of a growing theoretical concern to elucidate the persistent symbolic qualities of individuals should allow researchers to gain an increased appreciation of the individual life course as an unique project. The construction and reconstruction of individual lives also require the researcher to strive for the "unity of mind and other" that leads to historical understanding. The researcher's identification with his/her respondents can permit greater understanding of the past. Ideally, learning from yesterday will lead to greater understanding of future days. As a product of retrospection, that which emerges from the past will extend itself into the future (Datun, Rodeheaver, & Hughes, 1987).

Life-span developmental psychologists and gerontologists have suggested that abstract ideas concerning linear development must defer to an increased focus upon the individual construction of adulthood. A greater appreciation of the elderly individual's capacity to play an active role in the interpretation of knowledge should be emphasized. An approach to development is required which is focused upon individuals' attempts to order their lives rather than the psychological and sociological manipulation of "variables to organize individuals' lives for them" (Datun, Rodeheaver, & Hughes, 1987).

Many elderly individuals exhibit decreased personal control and a diminished external locus of control. Hence, these decreases in personal control and increased external control may result in increased stress and decreased well-being. A qualitative approach to the following question was deemed the most appropriate for investigating the impact of personal control on the lives of the elderly:

1. How do older persons view their control over their lives and their external environment? Are they more internal or external in their control orientations?
2. What are the factors that influence older persons' control perceptions?
3. During recreation and leisure activities, are the elderly afforded opportunities for control over their environment and their activities?
4. What choices would older persons make regarding their leisure time and recreation experiences?

The purpose of the study was to answer several questions concerning control and its influence on the lives of elderly people. A qualitative, interpretive approach was chosen to explore the concept of personal control and its impact on the lives of elderly individuals.

METHODS

Qualitative Inquiry

According to Seshan (1990), the purpose of the qualitative inquiry is to explore the nature of the phenomenon under study. Qualitative data are collected through interviews, focus groups, and observations. The data are then analyzed using a content analysis approach to identify patterns and themes. The findings are summarized in a narrative form.
In situations where names were used, fictitious names were provided in order to protect the anonymity of the residents. Researchers may use fictitious names and change descriptive characteristics, such as sex and age. Often, fictitious names can, but do not necessarily protect participants (Glass & Peshkin, 1992). There was no expectation of retribution, however privacy is important to most people, especially in congregate living facilities. Participants have the right to expect that the inquirer will protect their confidences and preserve their anonymity.

Continual recording and analysis of the data was executed, and findings were organized according to content. The ensuing discussion was based upon the findings, and recommendations were offered for future practice.

**FINDINGS**

The findings have been organized into three sections: participant observation, interviews, and triangulation.

**Participant Observation**

Personal interaction and observation facilitate the description of relationships and processes of change (Reinharz & Rowses, 1988). Participant observation ranges across a continuum from predominantly observation to primarily participation, therefore the researcher will likely be at different points on the continuum at different times in the data collection process (Glesne & Peshkin, 1992).

Participant observation is crucial to effective fieldwork. During the fieldwork experience at Meadowood, I acted as an observer-participant. I interacted with study participants, however, I was principally engaged in observation. When observing activity groups, I was primarily an observer of the environment and of personal interactions. Participant observation combines participation in the lives of those under study with the maintenance of professional distance, which allows for sufficient observation and recording of the data (Shaffir & Stebbins, 1991).

The main outcome of participant observation is to understand the research setting, its participants, and their behavior (Glesne & Peshkin, 1992). Rather than studying people, ethnography means learning from people (Spradley, 1979).

I observed and participated in several group activities including bingo, coffee hour, exercise, ballroom dance, lip reading, and the lunch hour. Residents in both the Retirement Community and the Health Pavilion were permitted to choose the time and level of their participation in the various activities that were offered. Staff members encouraged the residents to engage in activities, and the residents truly seemed to enjoy the activities in which they had chosen to participate.

One of the most enjoyed activities apparently was the exercise group. The residents were active, expressive, and followed directions well. Most participants smiled and laughed appropriately and appeared to be having fun. Everyone seemed to appreciate the music portion of the class. The participants all moved in time to the music much like a synchronized drill team. I really appreciated the opportunity to observe the residents enjoying themselves.

Many of the elderly exercisers appeared to be quite flexible as a result of the classes, I presume. These older individuals were mostly independent in their functioning and resided in the retirement apartments. Their choices to assume responsibility for their own health and well-being were evidenced in their increased physical capacities.

The coffee hour also was well-attended. It was a time for the exchange of news and socialization. All of the residents with whom I spoke appeared articulate, vital, and resourceful.

A 90-year-old former English teacher stated that she walked two miles every day. She was quite social and willing to ease my transition into the facility. She also had opinions and commentary concerning each person whom she introduced and was more than willing to share them.

One male former professor was very verbal, social, and facilitated conversation. He stated that "probably the worst thing for me concerning personal control would be to give up my driving privileges." He appeared to be independent and self-satisfied, however, I sensed some amount of fear in his voice concerning the loss of personal control. He walked with a cane, but it was never mentioned.

Another female resident with whom I spoke had been the editor of an electrical engineering journal. She had undergraduate degrees in journalism and psychology. She also retained masters' degrees in both of these areas. She stated that she never felt much control over anything—that everything was pretty much predetermined or her destiny. I wondered how this might interfere with her knowledge in the area of psychology.

However, Martha (my 90-year-old informant) explained that she thought Rae (the former editor) was somewhat negative because her children had forced her into the retirement home and that Rae also had been coping with her mother’s Alzheimer’s condition. Rae apparently feeds her mother daily, and she had recently made the life or death decision for her mother in a critical medical situation.

Several residents stated that decisions concerning other individ-

**ELDERLY NURSING HOME RESIDENTS**

al were difficult. A number of residents stated that they had relin-
choice of attendance at some events more than others. During the interviews, physical and mental health were found to be important factors. However, the residents reported that they had to be physically and mentally examined, often in private. The role of family, friends, and social activities was also highlighted. The residents' response to the questions varied, but many were concerned about the physical and mental health of their family members. The interviews also revealed a sense of independence among the residents, and their desire for control and privacy. These issues were not as prominent in the interviews, but they did emerge when discussing their preferences for activities.

Interactions

A few semi-structured interviews were conducted within a structured format. The typical interview lasted for about 30 minutes. The interviews were conducted by the residents themselves, who were encouraged to engage in open-ended conversations on a wide range of topics. According to the interview guide, the interviews were conducted by individuals who were interested in participating in the study. The interviews were recorded and transcribed into the study's database.

Conclusion

The results of the study indicate that the residents of the nursing home are interested in participating in the study and that they have concerns about their physical and mental health. The residents also highlighted the importance of family, friends, and social activities. The results suggest that the residents are interested in the study and that they have concerns about their physical and mental health. The residents also highlighted the importance of family, friends, and social activities.

References


The constant comparative method categorizes, synthesizes, and interprets data that has been collected. Data analysis is a process of identifying patterns, themes, and relationships within the data. It is an iterative process that involves reviewing the data, coding it, and then revisiting the coding to refine it.

1. Residents have the right to a dignified existence and self-determination.
2. Residents have the right to personal control and autonomy, following the principles of personal dignity, individual freedom, and self-determination.
3. Residents have the right to make choices about aspects of their individual lives in the facility that are significant and meaningful to them, and that do not interfere with their overall well-being.

## Analysis of Findings

During an interview with a resident, the resident complained about the constant monitoring and restriction of their rights. The researcher observed that the resident was isolated from other residents and staff, and that their activities were closely monitored. The resident expressed frustration with the lack of personal control and autonomy, and the feeling of being devoid of a dignified existence.

## Discussion

The discussion is divided into four sections: data analysis, data analysis strategies, data collection, and data analysis. The discussion focuses on the resident's rights, including self-determination, personal control, and autonomy. The researcher highlights the importance of respecting residents' choices and ensuring their dignified existence.

Data analysis involves the systematic examination of data to identify patterns, themes, and relationships. Data analysis is a crucial step in the research process, and it helps to refine the study's findings and conclusions.

The constant comparative method is a useful tool for analyzing qualitative data. It involves identifying patterns, themes, and relationships within the data, and then revisiting the coding to refine it. The method helps to ensure that the findings are accurate and reliable.

The researcher used the constant comparative method to analyze the data collected from the resident interviews. The results showed that the resident's rights were being violated, and that there was a need for improvement in the facility's care practices to ensure that residents are treated with dignity and respect.

### References


The loss of spouse and loved one is another stressor which often caused a decrease in control. Coping skills and stress management appeared to be somewhat deficient in many of the older respondents. When asked how they coped with stress, I pointed out that this was a 'time out'. Several residents also expressed a reluctance to try new things, which possibly may have indicated an attempt to remain in control. Two respondents had relinquished some control over certain aspects of their lives. One made decisions on their own, and the other did not. When asked for their reasons, they both said that they were dependent on others.

Most of the residents had acquired a new friend or possibly a partner, who seems to have made good decisions for them. When asked if they had made any decisions for themselves, only one responded, saying they had not. The others responded that they were too dependent on others to make good decisions. This may explain the decrease in control over certain aspects of their lives. I was surprised to find that my own life was as much in control as the residents, and I was dependent on others for much of my time.

RECOMMENDATIONS

After observing the behaviour of the residents, I noticed that they were generally satisfied with their activities and choices. They appeared to cope well with the changes in their lives. These findings are consistent with the findings of earlier research, which indicated that older individuals who were satisfied with their lives were less likely to experience stress and were more likely to have a sense of control over their lives.

The suggestions that I would make to improve the situation are:

1. Increase opportunities for socialization and interaction among the residents.
2. Encourage the residents to make decisions for themselves, and to be more independent.
3. Develop a more comprehensive stress management program that includes coping skills and relaxation techniques.
4. Provide more information and education about stress and stress management.

Overall, the findings suggest that there is a need to improve the quality of life for older individuals by enhancing their opportunities for socialization and providing more support and resources to help them maintain a sense of control over their lives.
Many of the older individuals indicated that their coping skills were somewhat limited. Therefore, effective coping strategies appear to have the potential for enhancing the well-being of many of the older residents.

SECURITY

Security is one aspect of mental health that is often referred to as a concern. The older population may exist in two forms; those who are self-sufficient and those who require assistance. These two forms of security must be considered and protected by the researcher when obtaining informed consent for participation in research. Researchers must consider confidentiality and the potential for disclosure of personal information as part of obtaining informed consent.

REFERENCES


CONCLUSION

According to Friedman (1985), the inability of researchers to speak with the older population, the inability of older people to acknowledge their own personal age experiences, and the inability of researchers to do the research, are some of the reasons why they may have difficulty in obtaining informed consent. However, with the help of other researchers and their own personal age experiences, perhaps they can identify and study the extent to which they have difficulty in obtaining informed consent.
The Relationship Between the Range of Involvement in Leisure Activities and Leisure Satisfaction of Older Adults

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ABSTRACT

The purpose of this study was to examine the relationship between the range of involvement in leisure activities of older adults age 55 and over in State College, PA (n = 30). In order to compare the relationship between the range of involvement in leisure activities and leisure satisfaction, activities were measured using two questionnaires employed in this study: Findings of the multiple regression analysis indicated a significant and positive value of the load range of involvement in leisure activities (Hidalgo & O'Connor, 1998) with regard to overall leisure satisfaction. Keywords: leisure satisfaction, older adults, life satisfaction, leisure activities.

INTRODUCTION

The concept of leisure satisfaction is frequently incorporated in the investigation of life satisfaction models. According to Wright (1984), many researchers have used a variety of methods in their measurement of leisure satisfaction. Although within the last twenty years, researchers have begun to introduce a satisfaction index in a specific theoretical construct into the literature on life satisfaction, which is a leisure satisfaction scale. As a part of the theoretical construct, the idea of a positive relationship between leisure satisfaction and leisure activities appears to be well established. Johnson and Rappeh (1980) developed the Loma Linda Leisure Satisfaction Inventory, a measure of a person's opinion about the importance of leisure activities in their life. In a more recent development, the Rosman's Leisure Program Evaluation Form, a measure of a person's opinion about the importance of leisure activities in their life, is often used in community recreation programs. In this study, the Leisure Program Evaluation Form was evaluated for reliability and validity. The results of this study support the idea that leisure activities are positively related to leisure satisfaction.
can be used to predict leisure program satisfaction of older women in senior center programs. Hupp (1991) developed the Program Activity Satisfaction Scale (PASS), as a revision of Rossman's Leisure Program Evaluation Form. PASS measures five component parts including achievement, social pleasure, relaxation, physical exercise, environment, and fun. PASS is a short and easily administered instrument to collect information on participant self-report satisfaction with organized leisure and recreation programs (Hupp, 1991).

REVIEW OF LITERATURE
In review of the literature investigating leisure satisfaction among adults in later life, the relationship between leisure participation, leisure satisfaction and life satisfaction are interrelated as a determinant of subjective well-being, and have been found to be affected by a number of factors. The literature suggests that activity, health, and socioeconomic factors are most strongly related to an older person's well-being (Riddick & Daniel, 1984). In addition, other factors which are found to be related to life satisfaction include: age, employment, education, living conditions, transportation, marital status, and social interaction (Riddick, 1985). The variables examined in this review include: income, activity, social interaction, transportation, and health satisfaction.

Ragheb and Griffith (1982) found that the higher the frequency of participation in leisure activities, the higher the life satisfaction. Additionally, the more leisure participation, the higher the leisure satisfaction, and the greater the leisure satisfaction, the greater the life satisfaction. MacNeil (1987) reported Ragheb and Griffith (1982) produced data which supports the assumption that the value of an activity is not only determined by the frequency of engagement in it, but by its meanings, attitudes, quality, and state of mind.

Riddick (1985) found a significant relationship between increases in leisure participation and increases in life satisfaction. Riddick's (1985) findings identified leisure activities has having a direct positive effect on life satisfaction, while employment status had a direct negative effect on life satisfaction such that employed persons tended to be more active in leisure roles than those who were retired. Health problems had a direct negative effect on life satisfaction and an indirect negative effect via leisure activities. Income had a direct positive effect on life satisfaction and an indirect positive effect via leisure activities. Transportation barriers had a direct negative effect on life satisfaction, however this applied only to female participants in Riddick's (1985) study.

Russell (1987) investigated the relative role of recreation vari-

ables in satisfaction with retirement life. The two recreation variables investigated were: frequency of recreation activity participation and satisfaction derived from recreation participation. The findings indicated that the frequency of participation in recreation activities in retirement had a significant and positive relationship to life satisfaction. Smeagles (1986) examined the relationship of perceived social competence to leisure participation, leisure satisfaction and life satisfaction of middle-aged and older adults. The results of this study suggested that perceptions of social competence influence the leisure participation, leisure satisfaction, and life satisfaction of middle-aged and older adults. In addition, Kelly, Steinkamp, and Kelly (1987) stated that social activity and travel are associated with higher levels of life satisfaction for adults between the ages of 65 to 74. They also suggested that leisure in a persons later life have been found to provide a context for interaction with significant others and for self-investment. Additionally, Ishi-Kuntz (1995) stated that quality of social interaction measured by satisfaction with family life and friendship were found to be positively related to well-being of adults in all age groups.

Studies of general measures of satisfaction often report findings with regard to the number of times or amounts of leisure participation. For example Ragheb (1980) study indicated a significant relationship between the degree of leisure satisfaction and the frequency of leisure time activity participation. In addition Pierce (1980) conducted two surveys to obtain information regarding the relevance of satisfactions with favorite free time activities and work in adults 18 years of age and older. Results of Pierce (1980) study indicated four dimensions identified with leisure and work satisfactions they were: intimacy, relaxation, achievement, and power. Ragheb (1980) stated satisfaction was found to be the strongest contributor and predictor of leisure participation, more than any other variables, such as leisure attitude, income, age, mode of employment or length of marriage. Education and sex were found to be additional determinants of participation. Ragheb (1980) reported that leisure satisfaction was associated with six categories of leisure they were: hobbies, cultural activities, sports activities, social activities, outdoor activities, and mass media activities. Hupp (1989), using Rossman's Leisure Program Evaluation Form, reported that the achievement, relaxation, and environment subscales of leisure satisfaction can be used to predict leisure program satisfaction of older women in senior center programs.

Literature pertaining to research in the area of participant satisfaction in leisure programs has included studies concerned with leisure satisfaction in activities based on frequency of participation, self-reported
The leisure activity measurement used for this study included a modified version of the Leisure Activity Scale (LAS). The LAS was designed to provide a sum score of activity performance frequency of participation and scope of involvement in leisure activities. The LAS was adapted to measure the subject's leisure satisfaction, the frequency of involvement in leisure activities, and the subject's overall satisfaction. The LAS was administered to all subjects, and the score was used to calculate the subject's overall leisure satisfaction.

The study was designed to measure the relationship between the leisure activity measurement and the subject's leisure satisfaction. The instrument used to measure leisure satisfaction was the Leisure Satisfaction Scale (LSS). The LSS was designed to measure the subject's overall leisure satisfaction. The LSS was administered to all subjects, and the score was used to calculate the subject's overall leisure satisfaction.

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indicated their scores level had decreased somewhat (see Table D)

Each participant completed a total score (TAS) for the leisure activities

and satisfaction scale (Table I) which indicated the total level of satisfaction with current leisure activities and their leisure satisfaction profile (LSP) which indicated the level of satisfaction with the specific leisure activities. The correlation coefficient between the TAS and the LSP was .74 (p < .001). The LSP was constructed using four subscales: Physical, Psychosocial, Social, and Emotional.

A correlation coefficient of .74 was found to be significant at the 0.001 level. The coefficient of determination accounted for 22.8% of the variance. These findings indicated that the TAS was significantly related to the LSP, suggesting that the level of satisfaction with current leisure activities was influenced by both the type of leisure activities and the level of satisfaction with the specific leisure activities. The results of this study provide evidence for the validity of the TAS and the LSP as measures of leisure activity and satisfaction.

### Table I: Leisure Activity Score and Satisfaction Scale

<table>
<thead>
<tr>
<th>Leisure Activity</th>
<th>TAS</th>
<th>LSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>0.74</td>
<td>0.67</td>
</tr>
<tr>
<td>Psychosocial</td>
<td>0.67</td>
<td>0.84</td>
</tr>
<tr>
<td>Social</td>
<td>0.84</td>
<td>0.78</td>
</tr>
<tr>
<td>Emotional</td>
<td>0.78</td>
<td>0.74</td>
</tr>
</tbody>
</table>

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ance held in common by the variables (Table III). However, partial regression analysis did not show a significant relationship when controlling for background variables (Table IV). Therefore, on the basis of this data, it was not possible to specify the causal direction of the relationship, it can be concluded that there exists a positive relationship between the range of involvement in leisure activities and the level of satisfaction in the domain of leisure activities.

Relaxation. This LSS subscale (Relax) was also found to have a significant relationship with Totalc. The correlation coefficient was .44 and was significant at the .05 level (Table III). The relationship is further supported through partial regression analysis controlling for background variables. The beta value for Totalc was .84 with a significance of the .05 level (Table IV). The R2 value of .78 was also significant for the regression. Therefore, on the basis of this data it can be concluded that respondents with a higher range of involvement in leisure activities are more likely to experience greater satisfaction in the relaxation subscale domain than those respondents with a lower range of involvement.

Physical. The correlation coefficient for the association between the LSS subscale (Phys) and Totalc was .26 and was not significant at the .05 level (Table III). The partial regression beta coefficient for Totalc was .52 (R2 = .23) and also was not significant at the .05 level (Table IV). Based on these findings, the range of involvement of senior citizens in leisure activities does not appear to be predictive of the level of satisfaction in the domain of the physical scale.

Aesthetic. The zero-order correlation measure showed no significant relationship between the subscale aesthetic (Aesth) and Totalc (.03) (Table III). Moreover, the multiple regression analysis controlling for background variables, produced a beta value of .75 (R2 = .52) that was not significant at the .05 level. Therefore, on the basis of this data, it cannot be concluded that a significant relationship exists between the range of involvement in leisure activities and the level of satisfaction in the domain of the aesthetic scale.

Totalc. The zero-order correlation value for the association between respondents' level of satisfaction (Totalc) and total leisure activity score (Totalc) was .38 and significant at the .05 level. The coefficient of determination explains 14.8% of the variance held in common by the two variables. In addition, the multiple regression analysis, while controlling for background variables produced a beta weight of .78 (R2 = .52) for Totalc with a probability value of .0017 (Table III). Therefore, on the basis of the data, it can be concluded that the current range of involvement in leisure activities appears to be related to the level of satisfaction in this sample of senior citizens.

CONCLUSION

In conclusion, the correlation and multiple regression analyses of Totalc and each of the leisure satisfaction subscales were as follows: (a) there was a significant and positive association at the .05 level between Totalc and the subscales of social and relaxation; (b) there was no statistically significant association between Totalc and the subscales of psychological, educational, physical, and aesthetic; (c) beta scores for Totalc were significantly and positively predictive of the psychological and relaxation subscales at the .05 level. The regression model for the psychological subscale was not significant at the .05 level, but the relaxation regression model was significant at the .05 level, when controlling for background variables; (d) beta scores for Totalc were not statistically predictive of educational, social, physical, and aesthetic subscales when controlling for the effects of the background characteristics (see Table IV).

The zero-order correlation for the association between Totalc and Totalis indicated a statistical significance at the .05 level. Therefore, there appears to be a relationship between the range of involvement in leisure activities and the level of satisfaction in older individuals. Additionally, the multiple regression analysis indicated significant predictive value of the total range of involvement in leisure activities (Totalc) with regard to leisure satisfaction (Totalis), when controlling for background variables (see Table V). Therefore, within the limitations of this study, the following general conclusions can be stated, leisure participation levels of older adults as measured by the range of involvement in leisure activities is statistically associated with some domains of leisure satisfaction.

IMPLICATIONS AND DISCUSSION

The findings of this study provide some support for the belief that one important variable which influences the degree of leisure satisfaction in older adults is the range of involvement in leisure activities. These findings support Ragheb (1980) and Ragheb and Griffith (1982), who concluded that the frequency of participation in leisure activities enhances the level of leisure satisfaction. Additionally, the analysis of the range of involvement in leisure activities paired with each of the domains of the leisure satisfaction model developed by Beard and Ragheb (1980) revealed significant associations among two of the six pairings. These findings support the conceptualizations of Sneege (1985) and Ishii-Kuntz (1990), belief that social competence and social interaction influence leisure participation, leisure satisfaction, and life satisfaction of middle-aged and older adults.
The range of involvement in leisure activities provides a general measure of activity in life, therefore given the tentative nature of the above results and conclusions, strong implications can not be inferred. However, it does raise some issues regarding the provision of leisure services to senior citizens an how older persons approach developing a satisfying leisure lifestyle. Practitioners must assess and evaluate the effectiveness of programs and services to assure that participants gain satisfaction while they are meeting their leisure needs (Hupp 1989). It is important for the leisure service professional to provide effective programs and activities which vary from person to person. And by taking the time to explore the participants backgrounds, the leisure service professional can program activities based on real characteristics not stereotypes to ensure a more satisfying life and leisure satisfaction of the older participant.

RECOMMENDATION FOR FURTHER STUDY

The following recommendations for further study are based upon the findings of this study.

1. This study should be replicated with a larger random sample of older adults more representative of the general population.

2. It is suggested that more studies use the leisure satisfaction scale to determine better its validity and appropriateness for use with older adults.

3. This study should also be replicated for subgroups of the general population of older adults.

REFERENCES


INTRODUCTION

A Personal Account of the Experiences of Qualitative Research

Deborah Smith

This article is an extension of the author's experiences conducting qualitative research. The author discusses the challenges and successes of the research process and provides insights into the role of qualitative methodologies in understanding leisure identities.

The choice of leisure identities as my topic of exploration for my doctoral research was driven by my personal and professional interest in understanding the intersection of leisure and identity. This decision was influenced by my own experiences in participating in various leisure activities and the importance of leisure in shaping my identity.

My decision to focus on leisure identities was not without challenges. The literature on leisure and identity was fragmented, and there was a lack of a comprehensive framework for understanding the role of leisure in shaping identity. This gap in the literature provided an opportunity for my research to contribute to the field.

The process of conducting qualitative research involved several stages. Initially, I conducted interviews with participants to gain an understanding of their leisure identities. This involved developing a detailed interview schedule that allowed me to explore the various aspects of leisure and identity in a structured manner.

As my research progressed, I began to analyze the data collected from the interviews. This involved coding the data to identify patterns and themes that emerged from the participants' experiences. The process of data analysis was iterative, with the need to refine and restructure the coding scheme as new insights emerged.

My research took me to various locations where I conducted interviews with participants. This involved adapting the interview process to fit the context of each location. For example, interviews conducted in rural areas differed from those conducted in urban settings, reflecting the different leisure activities and identity expectations in these environments.

Theoretical framework

This research is grounded in the theory of identity formation, particularly focusing on the role of leisure in shaping identity. Leisure studies is a young field of research which has its own distinct methodology and ways of understanding the world. My research was informed by this theoretical framework, which allowed me to explore the complex interplay between leisure and identity.

The process of conducting qualitative research was both challenging and rewarding. It allowed me to engage with the participants on a personal level, gaining insights into their experiences and understanding the significance of leisure in their lives. The intellectual curiosity and excitement of conducting research were profound, as I delved into the depths of my chosen topic.

In conclusion, my research on leisure identities has provided valuable insights into the role of leisure in shaping identity. The process of conducting qualitative research has been a transformative experience, offering a deeper understanding of the complexities of leisure and identity. I am proud of the work that has been done and the contributions that have been made towards this field.

[continued on next page]
INTERPRETING EMBRACED IDENTITIES

SMITH

say that "some qualitative researchers argue against reviewing the literature...". The researcher's argument begins with a clarification that the researcher is not limited to a narrow definition of "self" but rather takes a broad perspective. The researcher discusses the importance of qualitative research and the techniques involved in gathering data.

In their discussion of the selection (Shyne & Peshkin), they state that "the researcher is not conducting research in their own backyard". Given the researcher's focus on the process of selective perception, they argue that the selection of participants is not only important but also an integral part of the research process. The researcher emphasizes the importance of understanding the selective processes at play in the research setting.

Shyne and Peshkin (1992) point out that the researcher should have a clear understanding of the research context and the participants involved. They argue that the researcher should be aware of the selective processes at play in the research setting, which can impact the data collection and analysis.

In their analysis of the literature, Shyne and Peshkin (1992) state that "selective perception is a critical aspect of research. It is not advisable to conduct studies in one's own backyard. Given how

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**SMITH**

**DIFFERENT APPROACHES AND THEIR EFFECTS ON THE RESEARCHERS**

The research methods and approaches used by the researchers varied significantly. The first researcher, John Smith, employed a qualitative approach, gathering data through interviews and observations. He believed that this method allowed him to gain a deeper understanding of the participants' experiences. John's approach required a lot of preparation and time, but he found it rewarding to see the results. He noticed that participants seemed more open and honest when they were interviewed in a comfortable setting, which led him to explore the use of open-ended questions to encourage more detailed responses.

The second researcher, Jane Doe, used a quantitative approach, collecting data through surveys and experiments. She found that this method was more efficient and provided quantifiable results. Jane was able to analyze the data statistically, which helped her identify trends and correlations. However, she encountered difficulties when it came to gaining the trust of the participants, as they felt that their responses might be used without their consent. Jane decided to implement stricter confidentiality measures to ensure that participants felt safe sharing their opinions.

The third researcher, Dr. Peter Brown, combined both qualitative and quantitative methods in his study. He believed that this hybrid approach allowed him to gain a comprehensive understanding of the subject. Dr. Brown's methodology involved conducting interviews and administering questionnaires to the participants. He found that the combination of these methods provided a more balanced view of the research topic.

Overall, the researchers concluded that their approaches had significant impacts on the research outcomes. John's qualitative approach allowed for a more detailed and nuanced understanding, while Jane's quantitative methodology provided a clear and concise analysis. Dr. Brown's hybrid method bridged the gap between the two, offering a well-rounded perspective on the research topic.

John, Jane, and Dr. Brown all faced challenges in their research, but they adapted and adjusted their approaches accordingly. They learned that the key to successful research is not just finding the right method, but also being open to adjusting it based on the feedback and results they received.

**INTERPRETING LEGAL IDENTITY**

The researchers also explored the concept of legal identity, which they found to be a complex and multifaceted issue. They discovered that legal identity is often influenced by social, cultural, and personal factors, which can vary significantly from one person to another. John emphasized the importance of understanding the legal framework that governs identity, while Jane highlighted the role of personal identity in shaping legal identity. Dr. Brown discussed the implications of legal identity on various aspects of life, such as employment, healthcare, and education.

The researchers concluded that legal identity is an essential concept in modern society, and understanding it is crucial for developing effective policies and practices. They recommended that future research should continue to explore the complexities of legal identity and its implications on various aspects of life.

**IMPACTS OF LEGAL IDENTITY ON SOCIETY**

The impact of legal identity on society was also discussed in the research. John argued that legal identity can have significant consequences on an individual's life opportunities and freedoms. He suggested that policies that prioritize legal identity could lead to a more equitable society. Jane, on the other hand, emphasized the importance of recognizing the role of personal identity in shaping legal identity. She believed that this recognition could lead to more inclusive and effective policies.

Dr. Brown concluded that legal identity is a crucial factor in determining an individual's rights and responsibilities. He recommended that the legal system should be designed to accommodate the diversity of personal identities, rather than imposing a one-size-fits-all approach. The researchers agreed that legal identity has far-reaching implications for society, and they called for continued efforts to develop more inclusive and equitable policies.
The problem of self and grounding.

The concept of self and identity has become dominant in contemporary Western psychology. It is the core of identity, the sense of self, and the human experience of being. The idea of the self is intertwined with the symbolic interactionist perspective. (Goffman, 1963) It is therefore very appropriate to locate a study on identity in the symbolic interactionist field.

Symbolic interactionism is also an appropriate framework for understanding social behavior and identity. The concept of self is grounded in the symbolic interactionist perspective. (Goffman, 1963) It is also important to note that the symbolic interactionist perspective is grounded in the social construction of reality. (Goffman, 1963) The concept of self is therefore very appropriate to locate a study on identity in the symbolic interactionist field.

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far reaching way. It was a method most akin to Erickson's search for key linkages where "the strongest assertions are those that have the most strings attached to them across the widest possible range of sources and kinds of data" (p.159).

One of the problems that I have at this point is my concern for the validity of the "concept/indicator" links I am developing. Now that I have gone through a process first hand, it is clear to me that there are "many ways to interpret cultural data" (VanMaanen, 1988, p.95). I know that for a fact because I am looking at it. I am also looking at what I now see is a very subjective process being done by someone who is very new at this stuff. How can I expect anyone else to have much confidence in the meaning of the meaning I am trying to derive?

Much discussion has gone to the process of triangulation where the checking of inferences drawn from one set of data sources is accomplished by collecting data from other sources. The triangulation method that seems to be incorporated most frequently with interviews is that of direct observation. Direct observation in the case of this study does is not feasible. A lot of what I talked about with people centered around non-cycling activities. Even if I was to locate myself in just the cycling area, only a small amount of the riding done by most of the cyclists, observed in the collective club setting. Showing up for these rides assumes that I am in good enough shape to stay with the group and that is questionable. Another problem with observation as a triangulation method that is specific to the leisure identity notion, is that many of the benefits due to recreational activities cannot be directly observed. They are of a rather subjective nature. Mood-related benefits of leisure are subjective almost by definition.

When I jumped into this project, I did not have the awareness to think about things like setting up a study that had validity checks. I am now confronting what I see to be a design flaw in this fieldwork project. I honestly don't know how to rectify it. I could member check what I have. But I view that as more of a source of additional evidence than a checking of links.

The Problem of Layering

When I first started to organize this study in my mind it was very easy to say that leisure identity is just a subidentity of personal identity. The implications of getting into the macro seems to be a micro to something the meant nothing to me until I had to start dealing with it. Leisure identity is already a subidentity of personal identity. But cycling is a subidentity of the subidentity of leisure. This is becoming difficult.

In addition to this is the parallel but very interrelated problem of culture. It can be argued that many leisure interests rest in specific subcultures of tradition and symbols and that identification is to specific subcultures (a cultural identity if you will). Leisure identity then can be construed as a multicultural phenomenon.

Whether dealing in the terminology of identity or culture, one is looking at the meshing of multiple subidentities or subcultures into one identity or subculture which is something else. All slip over one another and interact and interconnect and synthesize and separate in continually changing patterns of organization. How do you sort all of this out?

What Denzin (1989a) did was to ground himself in one subculture, that of alcoholics anonymous. In confining his observations to this one small piece he was able to untangle what Erickson so eloquently refers to as "the different layers of universality and particularity that are confronted in the specific case at hand - what is broadly universal, what generalizes to other similar situations, what is unique to the given instance" (Erickson, 1986, p.18).

It became quickly apparent to me early on in the interview process, that most people were not strongly embedded in one subsociety or subsubidentity if you will. Again, I am not dealing with epiphanies, I am dealing with what seems to be a fluid intermingling of little moments. I had a decision to make. I could artificially limit the conversation to the interest of cycling so that I could more easily preserve apparent layering. But that is not how people wanted to organize themselves and my heart said to follow the data. Consequently, I have mixed not just apples and oranges, but the whole cart of fruit. The meanings of tennis and music sit in the same bag with a search for balance and the quenching of competitive spirit. Denzin (1989a) was able to start with something that was identifiably bounded with a specific mission, the organization of AA. But let's take cycling as an example. It is not easy to bound because cycling itself is different meanings and different missions: it is self-sufficiency, it is speed, it is movement, it is the love of technology, it is bright clothes, it is search, it is freedom, it is harmony, it is connection with nature, the list goes on and on; and the list is already operating on different levels. The act itself may be what sometimes brings people together, but the act itself is not always what they want to share. And they may not even want to share. Sometimes bicycling is just being alone. The task of uncovering different layers of meaning is very, very difficult.
The Problem of Shifting Sands

I am starting out with two classic concepts that change with definitions and meanings depending on who you ask. No one agrees on the definition of shifting sands. We do know that shifting sands are generally not fixed and do not remain in one place for a long time. The key issue is that they are difficult to identify. No one agrees on the definition of shifting sands.

The Self-Concept Animal

The second concept that changes is the self-concept animal. There are two types of self-concept animals: the self and the concept. The self is what you are as a person. The concept is what you think you are as a person. The self-concept animal is the combination of both.

The Role of the Body

The body is another concept that changes with definitions and meanings. No one agrees on the definition of the body. We do know that the body is a physical entity and is responsible for the interaction between the self and the concept.

The Role of the Mind

The mind is another concept that changes with definitions and meanings. No one agrees on the definition of the mind. We do know that the mind is a mental entity and is responsible for the interaction between the self and the concept.

The Role of the Environment

The environment is another concept that changes with definitions and meanings. No one agrees on the definition of the environment. We do know that the environment is the physical and social world in which the self and the concept interact.

The Role of the Society

The society is another concept that changes with definitions and meanings. No one agrees on the definition of the society. We do know that the society is the collection of social groups and institutions that influence the self and the concept.

REFERENCES


The Electronic Bulletin Board: A New Programming Tool in Recreational Sports

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ABSTRACT
This article attempts to conceptualize a potential tool in recreational programming. Electronic bulletin boards can be used to inform, promote, and program recreational services. A brief introduction to electronic bulletin boards and electronic information systems is followed by a description of three areas of application: posting information, promotion, and programming. Ideas on implementing the system follow. This article concludes with a description of the command options available in this computer system. The technology discussed in this article is currently used by the Indiana University-Purdue University of Indiana VAX/VMS computer systems.

Keywords: electronic bulletin boards, recreational sports, information

INTRODUCTION
Imagine signing up for a recreational basketball league from your office. How about checking the funke aerobics schedule and making a reservation from your dorm room? This is now possible through interactive computer networks. Electronic information networks are no longer the wave of the future, they are the wave of the present. Through interactive computer networks, people across the country and across the world can give and receive information on a variety of topics. Users now have access to weather reports, financial markets, news and current events, even catalogue shopping—all from the privacy of their own homes. The electronic bulletin board is one widely used medium for the exchange of information. East Coast Pub Net, for example, is a publishing bulletin board which targets writers, graphic artists, photographers, and other individuals in the field. Through it, users may contribute poems or “very” short stories for others to examine. (Allen, 1988). Similarly, Telecom Gold allows British users access to airlines, news publications, legal and tax information, credit service agencies and local and international technology events (Walsh, Buccher, and Freund, 1987).

Electronic bulletin boards connect users around the world; their rate of growth has been phenomenal. A study by Mackintosh Consultants and Communications Studies and Planning Ltd. estimated the ten year growth rate of electronic information systems from 200,000 accessible terminals in 1978 to over 1.1 million in 1987 in the United States alone. In Western Europe, the estimations were similar: from less than 40,000 accessible terminals in 1978 to 800,000 in 1987 (Connell and...
POSTING INFORMATION

Electronic bulletin boards are becoming an obvious tool for posting information, which is becoming easier to distribute. These boards are used for posting messages and information, similar to those used in single-board computer systems. There are several ways to access these boards, including bulletin boards, as well as public access bulletin boards. The bulletin board consists of individual boxes, with each box being a different topic or subject. To access a bulletin board, you need to dial the appropriate telephone number. The bulletin board will then provide you with the access code and password necessary to access the board.

The benefits of using electronic information systems are enormous. It is possible to obtain information on a wide range of products, services, or events, within an organization. The benefits of using electronic bulletin boards are that they are a cost-effective and efficient way to distribute information. They can also be used to promote a product or service, as well as to engage customers.

To stimulate the electronic bulletin board is an effective way to promote a product or service. By promoting the bulletin board, you can engage customers and increase sales. The bulletin board is an effective tool for promoting a product or service, as well as for engaging customers.

The bulletin board is also a good way to distribute information to customers. By posting messages on the bulletin board, you can keep customers informed about the latest products and services. This is an effective way to keep customers informed and engaged.

The bulletin board is also an effective way to distribute information to employees. By posting messages on the bulletin board, you can keep employees informed about the latest products and services. This is an effective way to keep employees informed and engaged.

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The AWARENESS CAMPAIGN

The awareness campaign would consist of placing bulletin boards in the local schools, shopping centers, and other high-traffic areas. The message would be clear and consistent, with the goal of educating the public about the benefits of using electronic bulletin boards. The campaign would be promoted through local newspapers, radio, and television ads.

Benefits of Schooling via Electronic Bulletin Boards

- Access to important information
- Reduced email traffic
- Increased productivity
- Improved communication

RESERVATIONS

The next bulletin board to be rolled out would be a reservations board. This board would allow users to reserve space for events, such as meetings, presentations, or workshops.

The Reservation Process

- Users would access the reservations board through the bulletin board system.
- Users would select the date and time for their reservation.
- Users would be prompted to enter their contact information.
- The board would then confirm the reservation and send an email to the user.

SCHEDULING

The final portion of the plan would include a scheduling board, which would allow users to schedule their meetings and appointments.

GETTING STARTED

The major impediments to a utility such as this would be the lack of participant awareness of the system and the fact that some people may not be comfortable using it.
ng via the electronic bulletin board. This would be most useful for recreation team sport programs. The entry period should be limited to a 2-3 day period, during which entries would also be accepted in the office. The staff member(s) in charge of the entry period would need to monitor the bulletin board periodically to close filled leagues. It would be best to limit this to 1-2 staff members; any more could result in overscheduling or scheduling errors. Through this instant scheduling process, teams merely reserve a spot in a league. Teams confirm their spot when they pay the entry fee. A benefit of this system is that it removes the burden of error from the staff members. Teams who complain that the staff placed them in the wrong league can be shown a printout of the league they entered. As with the reservations board, a one-time promotion could offer discounts for teams who instant schedule through the bulletin board. A major concern would be that teams sign up for more than one league. In this situation, they could be required to remain in the league into which they signed first (the computer keeps chronometer readings).

**COMMAND OPTIONS**

* Navigation—These commands allow you to check different bulletin boards for new notes, list all bulletin boards and notes within each bulletin board, and search for certain notes.

* Reading/writing tests—These commands allow you to read notes in numerical order (or by note number), write new notes, and reply to notes within a bulletin board.

* Saving, printing, reading—These commands allow users to save replies in their electronic mail files, forward notes and replies to other mail users, and print notes and replies.

**Moderator Commands** for employee monitoring usage:

* Access enable—Commands which allow an employee to give access privileges, add or delete users, or show users.

* Organizing, editing, and maintenance—These allow an employee to write new notes, delete notes, modify notes, establish read-only notes, allow or reply to notes, and hide notes (only authors and moderators can see them).

**CONCLUSION**

Electronic bulletin boards are both cost-efficient and time-efficient, and are very simple to use. At Indiana University, bulletin boards such as these have been used in classroom settings, at no charge to instructors and no limit to the size of the bulletin board. Similarly, private agencies can use these to coordinate corporate programs, as more and more private companies are implementing electronic mail systems.
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Activities and Aging

*Book Review*

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*Activities and Aging* is an edited volume of papers drawn from current lines of research in social gerontology and leisure studies. The book provides scholars a synthesis of the current knowledge regarding the activity and aging relationship. Kelly has selected papers which address the activity/aging relationship within the context of four broad themes: theory and issues; social contexts of activity; varieties of activity; and programs and provisions.

This volume certainly has the potential, as Kelly intended, to help bridge the gap between the work of social gerontologists and leisure studies scholars. Atchley’s article, “Continuity Theory and the Evolution of Activity in Later Adulthood,” is particularly useful for leisure studies scholars concerned with advancing our understanding of the relationship between activity and old age beyond the tenets of activity theory which has frequently been criticized for being too simplistic. In the future, research which conceptually links late life activity with additional theories of aging may advance our understanding even further.

The articles on friendship, widowhood, and generativity also conceptually link issues which have primarily been of interest to social gerontologists to activity.

The research presented throughout the book reinforces the view that older adults are a diverse and dynamic group. Adams, Riddick, Lopata, and Freysinger all address various aspects of the nature of older women’s leisure, a topic which has not received adequate research attention in the past. Other diversity issues including ethnicity and social class are addressed, but not as thoroughly. Freysinger’s article, “The Community, Programs, and Opportunities: Population Diversity,” provides a review of significant literature regarding race, gender, and social class.

While this volume is not intended to be or appropriate for a primary class text, it would serve as an excellent supplemental reading for graduate students in social gerontology and leisure studies. Many texts addressing activity and aging are basically cookbooks for designing activity programs. Kelly’s volume will enhance students’ conceptual understanding of the relationship between activity and aging. Cutler and

Illuminare: A Student Journal in Recreation, Parks, and Leisure Studies.
Daniels' piece on organized activity may be especially useful in helping students move from an understanding of the benefits of activity based on intuition to a theoretical understanding based on empiricism. Activity theory would be a valuable addition to the library of any leisure studies scholar interested in the aging process. While no text can cover all of the main topics concerning our growing aging population, this one certainly covers many of the relevant issues. The real value of this volume, however, may be in the authors' abilities to challenge us to push our views of aging and activity beyond their current boundaries.

CALL FOR PAPERS

ILLUMINARE: The Student Journal of Parks, Recreation, and Leisure is published by the students at Indiana University and established in 1992 to serve as a forum for assisting student researchers and scholars to publish manuscripts which contribute to the field of parks, recreation, and leisure services.

GUIDELINES FOR CONTRIBUTORS

1. Original manuscripts will be accepted for blind review by the editor. Each manuscript will be reviewed and evaluated for publication.

2. Submit four copies of the original manuscript. Each copy should be neatly word processed, double spaced on 8 1/2 X 11 paper. Pages should be consecutively numbered and be a maximum of 20 pages in length. APA format should be used.

3. Manuscripts should contain:
   a. Cover page with title, author(s)' name, address, phone, VAX/Internet/Net address. A brief biography of the author(s) and reason for interest in the topic/presentation should be included. The name of the author(s) should appear nowhere else in the manuscript.
   b. Page one of the manuscript should begin with a brief abstract of the paper, followed by 3-5 keywords, followed by the manuscript.
   c. Figures and tables must be consecutively numbered and located in the appropriate location for publication.

4. Upon completion of the review process, you will be contacted regarding any recommendations made by the editorial staff. This may include recommendations for revisions necessary prior to publication. You will have approximately two weeks for revisions.

5. Manuscripts selected for publication must be submitted in final form on a 3 1/2" diskette using Wordperfect 5.1 (IBM) or Microsoft Word for Mac. If either format is unavailable please contact the editor for alternate instructions.

Deadline for submission: Monday January 9 , 1995. Submit to:
Jim Lewis, Editor 1995
Leisure Research Institute
133 HPER/Indiana University
Bloomington, IN 47408