Illuminare

Illuminare: A Student Journal in Recreation, Parks, and Leisure Studies was established in 1997 by the students at Indiana University to serve as a forum for assisting student researchers and scholars to publish manuscripts which are relevant 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 held; meaning to light up, illuminate, or inform. We hope to light the way...by our reviewing, encouraging, and assisting students in efforts to publish...to illuminate...by distributing 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.

Dr. Barbara A. Hawkins

Dr. Joel Meier

Co-Editors

Patricia Ardovino

Rebecca Blackman

Production

Alice K. Foose

Marketing

Kreis Blackman

Alice K. Foose

Associate Editors

Jure O' Connor

Julie Sesow-Knapp

Deb Cezar

R. James Sibthorp

Marti E. May

Deb Smith

Alice K. Foose

Value Statements: Why They Are Important?

What is the Challenge? Why do we Need to Share Them?

Yuen Ming Jennifer Mak

Legal Considerations in High-Risk Recreation

R. James Sibthorp

Long Term Memories in Environmental Education

Shannon Cline

20

Field

43

Michael J. Meehan

Leisure's Role in Intergenerational Groups

Alice K. Foose

78

Kian Lam Toh

Qualitative Inquiry in Leisure Research

A Community of Interest: Leisure and Successful Aging Among Retired Recreational Vehicle Users

Jill D. Vasquez

86
When is it My Turn? A Grounded Theory of Student Learning While Waiting During Organized Swimming Lessons ......................................................... 103
Julie Seifow-Knapp

Eclectic Humanism: A Model for the Professional Practice of Therapeutic Recreation .............................................................. 115
Marti E. May

Editor’s Comments

The *Illuminaire* is the result of Dr. Ruth Russell’s limitless faith in graduate students. Since 1992, she has been the advisor to this student research journal and has revealed her exceptional abilities to provide leadership without making students feel powerless, to provide strength without intimidation, and to provide guidance without being patronizing. She has always achieved the right blend of advisor, teacher, and colleague. In 1997, Dr. Russell assumed the position of Associate Dean in the Indiana University Office of the Dean of Faculties, and relinquished her responsibilities as advisor to Illuminaire to Dr. Barbara Hawkins. Although we missed Dr. Russell’s participation in this year’s edition, Dr. Hawkins quickly and enthusiastically assumed the role as advisor. We are indebted to Dr. Hawkins for her direction, support, and confidence. She is the ideal mentor.

We would like to acknowledge the help of Drs. Barbara Hawkins and Bryan McCormick who provided valuable assistance in teaching the finer points of the art of reviewing. They enlightened us not only with the technical aspects of the review process, but also taught us to review with our hearts.

As with the preceding issues of Illuminaire, we are appreciative of the hard work of our fellow graduate students who submitted, reviewed, and revised papers. The Associate Editors and Reviewers are the backbone of this publication, and we are grateful for the hours of work you contributed. We hope that you are proud of the result.

Finally, we wish to thank Alice Foote for her meticulous editing, unbounded energy, and undying spirit. Alice, you have a most generous soul.

Patricia Ardovito
Jane O’Connor
Co-Editors
The Usefulness of Leisure Benefit Taxonomies

Elizabeth R. Barrie
Doctoral Program
Indiana University

This paper reviews 5 leisure benefit taxonomies (Driver, Nash & Haas, 1987; Godfrey, Graefe & James, 1990; Tinley and Eldredge, 1995; Tinley & Johnson, 1984; Stein & Lee, 1993); in order to identify developing trends in recreation and leisure benefit research. A discussion of how the researchers operationalized the concepts “benefit” is presented, followed by a synthesis of the taxonomies. The taxonomies are then applied to a museum setting to illustrate the usefulness of the taxonomies. The role the site plays in producing benefits is examined. The benefits produced by interpretation, a component of the site, are discussed and it is suggested that the benefit taxonomies can provide a framework for further research.

KEY WORDS: Interpretation, leisure, benefit taxonomies

From the beginning, the field of recreation and leisure has been in the business of providing benefits. The very nature of leisure provides benefits: “Because leisure behavior is commonly considered to be intrinsically rewarding, it is almost tautological to say it is beneficial. Recreationists voluntarily behave in ways they deem rewarding and beneficial” (Driver, Brown and Petersen, 1991, p. 7). Understanding these inherent benefits will enable recreation and leisure professionals to allocate resources more effectively. Driver et al. discussed the importance of examining the benefits of recreation and leisure in the following passage:

This topic is timely because as leisure expenditures and demands continue to grow, the methods for specifying and measuring the “good” and “bad” consequences of maintaining and using leisure resources remain inadequate, as do methods for appraising the value of these consequences to individuals, groups, and society.

(p. 3)

Barrie

In an attempt to provide a solid basis for evaluating leisure benefits, researchers have begun to document and classify the benefits of recreation and leisure. Several researchers have developed benefit typologies from their data (Dover, Nash, & Has, 1997; Godfrey, 1994; McBay, 1994). H. A. Johnson (1983) identified three types of benefits: the provision of recreation and leisure benefits, the provision of other benefits, and the prevention of undesirable changes. The table illustrates that a variety of methods were used to develop the leisure benefit typologies. The diverse methods employed in the development of the taxonomies resulted in the using of different methods to represent the leisure benefits. The diverse methods employed in the development of the taxonomies produced varied results. While these taxonomic methods are somewhat consistent among the categories of the leisure benefits, they are not necessarily consistent with the operational definitions. Although some of the taxonomies were developed with specific similarities among the definitions, the taxonomies are not closely aligned with the operational definitions. Therefore, it is important to understand how the taxonomies were developed and how the taxonomies are used to classify the benefits. Understanding these similarities is important in classifying the benefits and setting priorities. Ultimately, the taxonomies provide a framework for research into the role of the site and site components in the realization of benefits.

Methodology

Examining Definitions

Understanding how leisure researchers define the concept of benefit is the first step in examining the benefit classification systems. The definitions of benefit vary among all definitions. A review of the definitions indicates that the word "benefit" is used to denote desirable change in the state of a person's well-being. Although Godfrey and L. E. Johnson (1994) referred to this same definition in their research, the definitions are not necessarily consistent with the operational definitions. Although Codley et al. (1994) referred to a benefit as "everything that happens," their definition is closely aligned with the operational definitions. Therefore, it is important to understand how the definitions are used to classify the benefits. Understanding these definitions is important in classifying the benefits and setting priorities. Ultimately, the definitions provide a framework for research into the role of the site and site components in the realization of benefits.
sites in mind (e.g., Driver et al., 1987; wilderness; Godfrey et al., 1992; local recreation and park services; Steen & Lee, 1995, Ruby Canyon-Black Ridge area) it is possible to examine the taxonomies for similarities in an attempt to synthesize the benefit taxonomies. For example, two of the studies (Driver et al. and Godfrey et al.) provided an overview of recreation and leisure benefits while the four remaining studies (Steen & Lee, 1995; Tinsley & Eldredge, 1995; Tinsley et al., 1995; Tinsley & Johnson, 1984) examined benefits of recreation and leisure on an individual level.

The two studies that provided a taxonomy of recreation and leisure benefits in general overlap considerably. Both studies found that benefits occur on a personal level. In their review of literature on wilderness benefits, Driver et al. (1987) identified personal benefits of wilderness as benefits accruing primarily to individuals which might or might not benefit society at large. Godfrey et al. (1992) did not define their categories but from their telephone survey they classified benefits such as health, recreation, and time to be alone as personal benefits. The personal benefits of Godfrey et al. (1992) fit into the definition of personal benefits of Driver et al. (1987) developed.

Driver et al. (1987) defined social benefits as those benefits that accrue across individuals to society collectively or to large segments of society. Two of the categories identified by Godfrey et al. (1992) fit into the social category of Driver et al. (1987). The social benefits category of Godfrey et al. contained items such as community awareness, fellowship and cultural awareness while advantages such as positive influences on property values, bringing dollars into the community, and the opportunity for affordable services were placed in an economic category. According to Driver et al. economic benefits fall into the social category because they benefit segments of society. Once again the definition developed in the Driver et al. literature review can be applied to the data from the Godfrey et al. national phone survey.

The final category that Driver et al. (1987) proposed is that of inherent/intrinsic benefits which accrue to nonhuman organisms. Godfrey et al. (1992) placed benefits such as fresh air, nature, and wildlife habitat in an environmental category which most closely represents the inherent/intrinsic category of Driver et al. Some of the items placed in the environmental category of Godfrey et al. such as fresh air and wildlife habitat, are considered social benefits under the preservation benefit sub-category according to Driver et al. This discrepancy results from the perspective that Driver et al. took when discussing preservation benefits. Driver et al. referred to the anthropocentric benefits of preservation in their social category while preserving the inherent/intrinsic category solely for the benefits nonhuman organisms receive. Godfrey et al. do not make such a distinction in their environmental category.

The overlap found in these taxonomies resulted from the fact that Driver et al. (1987) did not limit their review to benefits that could be obtained exclusively in wilderness areas. Similarly, overlap existed among the four studies that examined benefits to individuals (Steen & Lee, 1995; Tinsley & Eldredge, 1995; Tinsley et al., 1995; Tinsley & Johnson, 1984). The similarities among the personal benefit taxonomies will be presented along with evidence supporting the synthesis of the personal benefit taxonomies.

Four common benefits existed among the personal benefit taxonomies: learning, relaxation, socialization, and personal growth. In each of the four taxonomies that examined personal benefits learning was presented as a benefit. Tinsley et al. (1993) and Steen and Lee (1995) each identified learning as a benefit. Tinsley and Johnson (1984) used the term intellectual stimulation while Tinsley and Eldredge (1995) used the term cognitive stimulation when labeling learning benefits in their classification systems.

Relaxation was included in each of the classification systems. Tinsley and Johnson (1984) indicated that securing solitude and the opportunity for a cathartic event are benefits of leisure activities. Both of these categories would result in relaxation to some extent. Steen and Lee (1995) referred to stress relief to indicate relaxation while Tinsley et al. (1993) and Tinsley and Eldredge clearly named relaxation in their taxonomies.

Each of the classification systems included opportunities for individuals to socialize as benefits of recreation and leisure. Tinsley and Johnson (1984) included hedonistic companionship (e.g., drinking and socializing) and supportive companionship (e.g., visiting friends and
relatively) as benefit categories. Tinsley et al. (1993) referred to increased closeness while Tinsley and Eldredge (1995) mentioned belongingness and service as separate benefit classes. Stein and Lee (1995) included sharing similar values and meeting new people in their benefit domains.

The opportunity for personal growth was identified in each of the four taxonomies in various ways. Tinsley and Johnson (1984) referred to expressive aesthetics (e.g. playing chess, photography) as a benefit category which could produce personal growth. Tinsley et al. (1993) added self-acceptance, confidence, and changed perspective to their list of benefits of leisure activities which reflect personal growth. Stein and Lee (1995) included independence, introspection, and improved mental well-being and sense of self in their list of desired benefits. And Tinsley and Eldredge (1995) listed self-expression, agency and creativity as benefit clusters.

Even with a wide range of research methodology the leisure benefit taxonomies reviewed above shared many commonalities. Synthesis of the taxonomies suggested that researchers may be using different terms to describe the same phenomena. The following section illustrates how the results of research documenting the impacts of a specific recreation activity (i.e. a museum visit) can be applied to the benefit taxonomies. The application of the taxonomies illustrates the usefulness of the typologies.

An Application of the Benefit Taxonomies: The Museum Setting

In a focus group study conducted for the J. Paul Getty Center for Education in Arts and the J. Paul Getty Museum, it was found that museum visits are educational (Walsh, 1991, p. 13). This corresponds to the Driver et al. (1985) and Godfrey et al. (1992) personal benefit category, the Tinsley and Johnson (1984) intellectual stimulation cluster, the Tinsley et al. (1993) learning benefit, the Tinsley and Eldredge (1995) cognitive stimulation classification, and the Stein and Lee (1995) learn new things benefit domain.

In a separate study, it was found that a museum visit can be a restorative experience (Kaplan, Bardwell & Slakter, 1993). Restorative benefits could be considered either personal or social by Driver et al. (1985) and Godfrey et al. (1992). In addition restorative benefits could fall under the changed perspective or increased relaxation benefits of Tinsley et al. (1993), the relaxation cluster of Tinsley and Eldredge (1995) and the stress relief/nature appreciation/fitness benefit domain of Stein and Lee (1995).

Falk and Dierking (1992) propose that there is a social context to the museum experience. Social benefits from museum visits could be classified as follows: the social category in Driver et al. (1985) and Godfrey et al. (1992), the supportive companionship cluster of Tinsley and Johnson (1984), the increased closeness category of Tinsley et al. (1993), the belongingness cluster of Tinsley and Eldredge (1995), and the share similar values and/or meet new people benefit domain of Stein and Lee (1995).

This brief application of the benefit taxonomies to the museum experience suggests that leisure activities can produce multiple benefits. It also suggests that the leisure benefit taxonomies reviewed above can be applied to a variety of sites. Further research should be conducted to determine the extent to which the benefit taxonomies synthesized above can be usefully applied to other sites.

The Role of the Site

The application of the benefit taxonomies to the museum setting suggested that is possible for the various benefits delineated above to be obtained at sites that were not necessarily considered during the development of the taxonomies. Understanding the role that the site plays in realizing benefits is crucial for recreation and leisure professionals seeking to allocate limited resources. As an initial attempt to examine the role that the site plays in realization of benefits, a discussion of the role of nearby nature areas and wilderness sites will now be presented.

The benefits of nearby nature areas (i.e. nature areas that are located close to urban areas) accrue solely because the site is an open, natural setting. When asked why nature areas are important, residents responded with the benefits they receive (Kaplan & Kaplan, 1989). The opportunity to appreciate the beauty of nature, a place for kids to play,
5. Historical and current cultural values such as freedom and creative inspiration.

6. Specific types of recreational activities that depend on wilderness settings, such as fishing and hunting, are often preferred by people who value wilderness areas. Indeed, for some of the benefits illustrated in this table, the presence of wilderness areas is essential. For example, the benefits of recreational use of wilderness areas can only be realized in areas where the wildness is not entirely spoiled. The benefits of wildlife are typically not obtained in areas where other interactions have taken place, such as roads or pump stations.

The site-specific benefits of certain parks and conservation areas are also site-specific. The specific benefits of these parks can be linked to the unique characteristics of the site, such as its size, shape, location, and topography. For example, the benefits of the Rocky Mountain National Park can be linked to its size and shape, which provide opportunities for a variety of recreational activities.

An analysis of the importance of the site will determine where the benefits obtained will be the most significant. An examination of the importance of the site will enable recreation professionals to allocate their resources more appropriately to benefit the site-specific benefits.

6. Currently, there is a paucity of research on the specific benefits of recreation. The specific benefits of recreation can be linked to the unique characteristics of the site.

Interpretation
One component of recreation experience is interpretation of a widely supported form of communication, involving efforts of communication, moral concerns.
managers the opportunity to explain their roles and policies through a variety of media, including traditional Hansard and electronic media. This approach enables the audience to gain a deeper understanding of the issues and policies being discussed, as well as to provide feedback and engage in the dialogue. The effectiveness of this approach is further enhanced by the use of interactive tools such as online surveys and live Q&A sessions. Overall, this approach promotes transparency, accountability, and citizen engagement in the decision-making process.


---

**USEFULNESS OF LEISURE TAXONOMIES**

Table 1: Summary of Leisure Benefit Taxonomy Methodology

<table>
<thead>
<tr>
<th>Taxonomy</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driver et al. (1987)</td>
<td>Literature review of scientific and non-scientific literature relating to wilderness benefits.</td>
</tr>
<tr>
<td>Godbey et al. (1992)</td>
<td>National phone survey of 1300 individuals investigating the benefits of local recreation and park services at the individual, household and community levels.</td>
</tr>
<tr>
<td>Stein &amp; Lee (1995)</td>
<td>On-site interviews of visitors to a recreation area and a follow-up mail survey in which subjects rated the desirability of specified benefits on a 5-point Likert scale.</td>
</tr>
<tr>
<td>Tinsley &amp; Johnson (1984)</td>
<td>Subjects described a familiar leisure activity and then indicated on a 5-point Likert scale the extent to which that activity resulted in the psychological benefits described in the <em>Paragrapghs About Leisure</em> (PAL).</td>
</tr>
<tr>
<td>Tinsley et al. (1993)</td>
<td>Content analysis of essays written by college and noncollege adults about their most memorable leisure experiences and most meaningful commonly occurring leisure and work experiences.</td>
</tr>
</tbody>
</table>
Legal Considerations in High-Risk Recreation: Scuba Diving

<table>
<thead>
<tr>
<th>Authors</th>
<th>Categories</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brower et al. (1992)</td>
<td>Personal social behavior, and environmental factors</td>
<td>Scuba diving, safety, and injury</td>
</tr>
<tr>
<td>Godfrey &amp; Lee (1992)</td>
<td>Personal social behavior, and environmental factors</td>
<td>Scuba diving, safety, and injury</td>
</tr>
<tr>
<td>Stein &amp; Lee (1995)</td>
<td>Personal social behavior, and environmental factors</td>
<td>Scuba diving, safety, and injury</td>
</tr>
</tbody>
</table>

Table 2: Overview of Benefit Expenditure Categories

<table>
<thead>
<tr>
<th>Authors</th>
<th>Categories</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timney &amp; Johnson (1991)</td>
<td>Personal social behavior, and environmental factors</td>
<td>Scuba diving, safety, and injury</td>
</tr>
<tr>
<td>Timney &amp; Elledge (1995)</td>
<td>Personal social behavior, and environmental factors</td>
<td>Scuba diving, safety, and injury</td>
</tr>
</tbody>
</table>

Keywords: High-risk recreation, scuba diving, legal issues
Despite the required training and certification process, a notable source of conflict is often found in the legal framework surrounding the industry. The Student’s Right to Know (S.R.K.) Act, a federal requirement that educational institutions disclose their policies and procedures to students, often leads to disputes. These conflicts can be resolved through a variety of means, including mediation and arbitration. Each institution must develop a system that accommodates these requirements and ensures compliance with federal and state laws. 

In addition to legal considerations, there are ethical implications to be addressed. The instructor’s role in guiding students through the challenges of the industry is critical. Ethical dilemmas may arise, such as conflicts of interest or the use of student data for research purposes. These issues must be managed carefully to maintain the integrity of the educational process.

The following section provides a detailed examination of the legal and ethical considerations within the high-risk recreation industry. It includes an analysis of case law, regulatory frameworks, and best practices to ensure the safety and well-being of students and instructors alike.
in court as proven methods. An instructor attempting an instructional technique that is new, innovative, and untested is exposing him/herself to additional liability. He/she would have to defend this new method and prove that it is at least as effective as the agency or industry standards (Dougherty, 1990). Even briefings and de-briefings should follow standardized outlines or be adequately documented. Two years after an incident occurs, the instructor may not remember specifically what they said or covered, but if they know they followed the standard, agency-provided outline or have a copy of a briefing that they always use, they will be in a more defensible position during the trial.

Documentation and record keeping are equally important. Student performance evaluations, test results, and training records must all be kept for a minimum of five years. At that point the statute of limitations will generally have expired. Training records should clearly indicate that the level of performance met certification standards, and both the instructor and the student should sign these records. Tests should be scored and reviewed, and students should then indicate, with a signature, that they understand all test questions that they missed. These documents will prove invaluable during a trial if they are adequately completed (Sciarrappa, 1990).

Despite the efforts of the diving industry to make diving safer and reduce liability, while accident rates decrease, litigation is on the rise (Dougherty, 1990). Two different classifications of cases tend to realize victories for the plaintiffs. These are cases involving gross negligence and cases bringing about suits for wrongful death. While the estate may not be able to recover for the decedent, since he/she waived their right to sue for negligence, survivors of the decedent may sue for compensation (Scroggs v. Coast Community College Dist., 1987).

The diving industry, fearing negative public perception and possible governmental regulation, continues to search for ways to reduce the inherent risks associated with breathing underwater. While diving will never be 100% safe, neither will a walk across the street. Liability is an integral part of scuba diving and scuba instructions. However, by taking precautions and preparing for the worst, perhaps lives can be saved, and divers can spend more time in the ocean and less in the courtroom.
Long Term Memories in Environmental Education

Shannon Cline
Master's Program
Indiana University

An important goal of environmental education (EE) is to produce environmentally literate citizens who will make responsible decisions about their environment. There is, however, little available literature examining the long term memorable experiences of participants with EE programs. High school seniors who participated in Bradford Woods Outdoor Education and Camping Center residential EE programs as fifth graders were given a survey asking them about their experiences in the program. Participants were asked to rate the clarity of their memories and the frequency with which they have thought about their experiences at Bradford Woods. Responses were varied, with 48% of remembered events having little or no relation to the specific EE activities or lessons taught to participants. Evaluation of long term memorable experiences will be helpful in designing programs that will benefit the individual for a lifetime.

KEY WORDS: Environmental education, memorable experiences, residential programs

When evaluating an environmental education (EE) program, success is indicated by "...an environmentally literate and active citizenry" (Hungerford & Volk, 1990, p.8). Researchers have experienced frustration while evaluating EE programs because it has been suggested that successes have been few when compared with the severity of ongoing environmental degradation (Gigliotti, 1990). There is little research directed at long term memorable experiences with EE. When participants look back on an EE experience, what do they remember? Will they remember learning about the water cycle, how paper is made, or the big food fight on the last night of their program? When the thrill of the camp out is over, what types of impressions are left in the memory of a child?

Environmental education is a way of looking at life, seeing the effects (positive and negative) the human population has on our surroundings and learning to accept responsibility for our impact on the physical environment (Ford, 1981). Environmental education should enable us to make sound ecological decisions and foresee the consequences; to make value judgments and act accordingly...[by]...minimizing destruction and maximizing relationships that enhance life" (Ford, p. 14).

Stapp (1978) maintained that environmental attitudes developed early in life are difficult to alter and that these attitudes become "deeply entrenched" within the child (p. 28). At younger ages, "environmental experience...can determine subsequent development in EE" (Tibbuly, 1994, p. 11). Memory study has determined that although negative experiences flow through an individual's consciousness more frequently than positive experiences, people consistently recall pleasant experiences more often (Robinson & Swanson, 1990).

Although studying an individual's memory can be difficult, a direct relation has been established between the vividness of a memory, the importance of a memory, and the long term retention of a memory by the individual. According to Farr (1987), there are "memory traces" of all events and sensations that "register on the individual" (p. 17). To register an event, an activity or experience must be understood and then changed into some form of "memorable representation." If an experience does not make a distinct impression on an individual, then the memory trace created will be weak and in time will be forgotten, replaced by other experiences that create stronger memory traces. Farr suggested that the more vivid a memory is to a participant, the more important the event was to the participant at the time in their life and the longer that individual will remember the specific activity.

The ability of an EE program to leave a strong, long term memory is dependent upon the program delivered to participants as well as the importance and relevance with which the program was received by the participants. This study could shed light on areas of impact in an EE program by identifying the more remembered areas of the participants experience. Results will aid future EE program planners to design programs directed at eliciting stronger long term memory formation.

Methodology

This study examined the long term memorable experiences of fifth grade participants in a residential EE program. As defined by Dresser and Gill (1994), residential programs are an extension of schools where children are challenged by living together in a temporary rustic setting. The program took place at Bradford Woods Outdoor Education and Camping Center in Martinsville, Indiana. Students spent three to five days participating in EE activities while living and working with their classmates.

After reviewing survey techniques and design, (Drake & Knapp, 1994; Eagles, Fallis, Hodge, & Jones, 1994; Jebe, Smith, & Tourangeau, 1993; Kozin & Rubin, 1984; Masberg & Silverman, 1996; Tullving, 1983) a survey was developed (Appendix A) which asked for the participants three most remembered experiences from their trip to Bradford Woods in a free-response, non-cuing form. The participants were then asked to rate the clarity of their memories and the frequency with which they have thought about their experience at Bradford Woods. They were also asked what, if anything, they learned, or remembered learning from their time spent at Bradford Woods.

The participants were twelfth grade students enrolled in Monroe County Public Schools, Indiana, during the 1996-1997 school year. All of the subjects participated in the Bradford Woods residential EE program as fifth graders. The survey was distributed in an economics class at Bloomington High School South, Bloomington, Indiana. Permission from the Indiana University Human Subjects Committee was received prior to the administration of the survey. The survey was distributed to 15 students present. A total of seven completed surveys were returned. The remainder of the students had not visited Bradford Woods and so were unable to complete the survey.

Results

The four male and three female respondents ranged in age from 17-18. There were four elementary schools represented: Lakeview, Grandview, Binford, and Clear Creek. Each school had two students answer the survey with the exception of one student from Clear Creek. All students surveyed participated in a 5 day residential EE program at

Bradford Woods. Specific answers to each survey question may be found in Appendix B.

Discussion

The most interesting aspect of collecting the data was observing the respondents interact upon completing the survey. Five of the seven individuals initiated, or were involved in, at least one conversation in which the topic as related to their experiences at Bradford Woods. There were many "Do you remember...?" or "Remember when we..." statements floating around. Many of these conversations revolved around events that were not reported in the written survey. Yet to watch the expressions on the faces of those involved in these post-survey conversations, it would seem that they were reliving the best time of their lives. Each the student who responded on the survey that the trip had been boring, he learned nothing, and never thought of it after the fact, was observed laughing and smiling while memory from the trip was being discussed. It would be interesting to find out if this survey prompted further thoughts and memories of their experience at Bradford Woods.

As previously mentioned, the more vivid a memory to a participant, the more important the event was to the participant at the time. This is evident when considering the activity mentioned by all seven respondents (four via survey, three in conversation after the survey had been completed and turned in). A "sparkle party" occurs at night, during a night hike. As the facilitator tells a story, the participants stand in a circle and are handed Wint-O-Green Lifesavers. At the appropriate time, participants put the candy in their mouths and begin to chew vigorously while looking around the circle as sparks illuminate the mouths of the others. This event has no apparent real-world importance, but for some reason was important enough to these participants that they would remember seeing the sparks seven years after the experience.

At the end of the Bradford Woods program, each cabin group presents a skit for the closing campfire activities. Closing activities were reported five times in the survey. Those who mentioned this activity as vivid also mentioned that they had been very nervous about getting up
in front of their peers. For most people, the first time in front of a group is a traumatic experience, so it is not surprising that this type of activity is remembered by the majority of the participants.

Another commonly remembered activity was hiking, specifically to Gold Creek, located on the Bradford Woods property. The hike to the creek can be long and trying at times, but the participants were told that they would have the opportunity to find their fortune in gold. In reality, gold does not exist in the area, but there are remains of a house whose occupant moved to the area in search of gold. After the "truth" is told, participants pan for "fool’s gold" and observe the various plant and animal life in the area. This activity, which led to feelings of disappointment for some students, was still recalled as a fun activity and was associated with positive memories.

The fourth most remembered event involved food. Eating, cleaning, and setting up, as well as the time spent in the dining hall was mentioned by almost every respondent. Learning could be incorporated into dinette activities by highlighting concepts such as sharing (bowls of food) and helping out a fellow classmate (busing tables) during meals. Food cycles, food energy, and food waste would also be appropriate topics associated with mealtime.

The participants’ memories mirrored the findings of Kozin and Rubin’s (1987) study. They determined that participants’ clearest memories had little, if anything, to do with current events. The activities at Bradford Woods did have some sort of lasting impression on the participants, although 48% of remembered activities had no relation to current environmental concerns.

Recommendations
It became evident that modification of certain aspects of the survey design and implementation would improve the conclusions that could be drawn from this study. The survey was distributed at the beginning of the class period, with the teacher’s permission. After 15 minutes, the teacher hurried the students to finish the survey so class could begin. Because of the amount of time allowed within the class period (50 minutes), it might give the respondents more time without being rushed if the survey were distributed after school, or in another manner that would not interfere with a teacher’s lesson plan.

A survey question asking the experience at Bradford Woods in any way influenced the classes participants took in high school or plan to take in college may be appropriate. Such a question would be useful to test the supposition that early exposure to EE would determine future educational development (Tilbury, 1994).

Another beneficial modification would be to have the respondents rate the clarity of each of the three memories separately, rather than lumping them together in one question. It would be useful to know if the clarity of the various memories differ. Did those who answered “clear” do so because they could remember parts of one memory but none of another? Breaking down this question would be advantageous to further studies.

Upon completion of the survey, participants were asked if they encountered any problems answering the questions. Students responded that the questions posed were understood and answered without difficulty. Consequently, these questions could be replicated by EE program developers to gauge the memorability of programs at their facilities.

Memorable experiences in EE is an important topic and has the potential of being very informative to EE practitioners. The small sample size in this study precludes generalization of findings or identification of specific trends at Bradford Woods, but is a firm base on which to conduct similar studies. I would recommend that this study be repeated with a larger sample size to identify trends existing in other EE programs.

This project did not attempt to define what relationship, if any, memorable experiences have with the ultimate goal of EE, i.e., behavior change (Hungerford & Volk, 1990), since the entry-level, ownership, and empowerment variables required to produce behavior change (Hungerford & Volk) were not addressed. However, this project does hope to be useful to practitioners when designing EE programs. If certain aspects of an EE program are identified as more remembered over long periods of time, then those areas or activities should be emphasized and focused on within program development. As stated by
Kaplan and Monroe (1996), research in EE must be helpful for teachers, naturalists, and curricula developers and should provide direction to make improvements. Determining what participants are remembering over long periods of time will aid environmental educators in making EE program participation as memorable as possible.

References


Appendix A
Instrument

Memories of Bradford Woods

Age ______ Circle One: Male Female

How long did you stay at Bradford Woods? (Circle one)
2 days
3 days
4 days
5 days
I did not visit Bradford Woods

We are exploring peoples' memories of experiences at Bradford Woods. In the space below, please describe your three most clear and vivid memories of your visit to Bradford Woods. The memories can focus on any topic. Your description can be as long or as short as you feel necessary. Please be as precise as possible and include any remembered details, even if they do not seem important now. Write on the back of this page if necessary.

LONG TERM MEMORIES

Answer the following questions about the three memories you wrote about on the first page.

How clear are your memories you wrote about on the previous page? (check one)

_____ Very clear-This memory is as clear as normal vision
_____ Clear-I remember it happening but have forgotten many of the details
_____ Not Clear-I cannot remember any images of this memory

Name three things you learned while at Bradford Woods. These things do not have to be school related (for example addition or division) but they should be things that you do not remember knowing before your trip to Bradford Woods.

Other than today, did you ever think about your experience at Bradford Woods again? Explain.
### Appendix B

#### Survey Results

<table>
<thead>
<tr>
<th>Age</th>
<th>Elementary School Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 years - 3</td>
<td>Lakeview - 2</td>
</tr>
<tr>
<td>18 years - 4</td>
<td>Grandview - 2</td>
</tr>
<tr>
<td></td>
<td>Binford - 2</td>
</tr>
<tr>
<td></td>
<td>Clear Creek - 1</td>
</tr>
</tbody>
</table>

##### Question 2: The three most clear and vivid memories.

- Skis/skiing: 5*
- Gold Creek: 4*
- Eating/Food: 4*
- Hiking: 3*
- Square Dance: 2**
- Cabins: 2

- "Sparkle Party" with lifesavers: 2*
- Weather: 2
- Ghost Stories: 1
- Arts/crafts: 1
- Other: 1

##### Question 3: How clear are the three memories that were written about.

- Very clear: 3*
- Clear: 4*
- Not clear: 0

##### Question 4: Three things learned while at Bradford Woods.

- Lifesavers spark in your mouth: 2*
- Bradford family history: 2*
- Other: 2*
- Excess trash: 1
- Weather using barometers & thermometers: 1*
- Square dance: 1*
- Native American lore and crafts: 1*

- Nothing: 1
- No response written: 1
- How much gold is worth: 1*
- Wild life: 1
- Plant & tree identification: 1
- Songs: 1

---

**LONG TERM MEMORIES**

**Question 5:** Other than today, do you ever think about your experience at Bradford Woods.

- Yes - 6**
- No - 1

**Explain your answer:**

- Look at pictures: 1
- Talk about it with friends and/or teachers: 5**
- It was boring: 1

Two female respondents participated in a leadership program through Bradford Woods in the past year. Their responses are noted by an asterisk (*). If there are two asterisks (**) then both of the respondents answered the question in the same way. It is unknown if their more recent experiences at Bradford Woods made the recall of memories easier for these participants.

**Post evaluation comments**

After handing in their completed survey, the following statements were overheard by the researcher and had not been reported as remembered on the survey by the participants:

- Hiking the "Killer Hill" 3 times in one day.
- Being scared of walking outside after dark until going on the night hike and having fun.
- Feeling nervous about being away from home for the first time.
- Making new "best friends."
- One respondent had thoughts of living out in the woods for the rest of their life after completing the program.
- Liking the program after going home, but not during the program itself.
- Loving the "Sparkle Party" in the woods.
Value Statements: Why They are Important?
What is the Challenge? Why do we Need to Share Them?

Yuen Ming Jennifer Mak
Doctoral Program
Indiana University

The purpose of this article is to address the importance of value statements to an organization and to aid readers in developing effective value statements. Value is important to all those interested in the art of leadership and management, whether their interest is business-oriented or institution-oriented, serious or casual. It is addressed not just to the leader but the leadership group, the board of directors, the stakeholders, and those aspiring to join the group in either the near or long-term future.

KEY WORDS: core values, value statement

Value Statements: Why They Are Important?

Rokeach (1973), one of the leading researchers and scholars in the field of human values, wrote "a value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (p.2). Lynch (1993) defined value as a sense of what is right and what is wrong. Frigon and Jackson (1996) defined values as the standards that you use to decide what is good, how you satisfy your responsibilities to yourself and others, and how you judge your behavior and your accomplishments. Scott, Jaffe and Tobe (1993) stated that "Values represent an organizing principle for our lives, as well as for an organization. What is most important to us to accomplish and to do at work, in our family and in our personal life and career, can be described in relation to the values we want to achieve" (p. 20). In short, values are principles, the standards, the actions that people in the organization represent. They are considered inherently worthwhile and of the utmost importance.

Values can serve as the engine of organization performance. A value system forms the foundation upon which decisions are made. This is as true of business decisions as it is of other, more personal decisions.

Illinois University: Volume 5, Issue 1, 1997

VALUES STATEMENTS

Values become so much a part of us that we only become explicitly aware of them when we take time to reflect on what we are doing. Yet without knowing that procedure, it would be impossible to make consistent and reasonable decisions on important alternatives. To deny the importance of values is shortsighted and condemns one not to fully understand one's own and other's actions.

Core values provide a source of guidance in the workplace (Quigley, 1993). Core values answer the question "How do we want to act? Who are we? What do we stand for? What do we believe in? What are the characteristics of our organization? What does it mean to be one of us?" (Lynch, 1993, p.45). The values guide the selection of vision and the data you collect, determine the way you evaluate the data, and ultimately guide your decision making (Frigon & Jackson, 1996).

Organizations that have no clear set of values tend to rely on standard operation procedures and policies to make sure people do the right thing. Where there are no guiding values, procedure manuals are very thick. Whenever someone does something irresponsible or a crisis arises, managers in such organizations write a new procedure to prevent its recurrence. Because no procedure ever covers all eventualities, the procedures themselves can lead to irrational actions.

Values are the foundation for vision and mission. It is possible that a group agrees on a vision and mission, but lapses into conflict because different people have different values about working together. Value statements link personal values and organizational values together (Scott et al., 1993). The value statement proclaims organization beliefs. The proclamation guides behavior, supports visions, and creates a web of commonality between disparate divisions and departments (Ginsburg & Miller, 1992).

Today's Complex Environmental Challenges

Today's challenges suggest the critical nature of effectively articulated value statements. Ireland and Hitt (1992) reported that challenges confronting business in the 1990 are: complex and ambiguous decision conditions; increasing levels of environmental turbulence and the difficulty of managing it; increasing numbers of hostile takeovers and the sophistication of technologies changes; the
NEW TREND OF VALUES STATEMENT

At the heart of the new management is a rediscovery of the need for a common vision. Tom Watson Sr., Tom Watson Jr., and John Sculley, the three founders of Apple Computer, were among the first to recognize the importance of values in organizational decision-making. They argued that a clear and consistent set of values could serve as a guide for employees, help the company make decisions that are aligned with its long-term goals, and create a shared sense of purpose among employees.

1. A common vision: Employees need to share a sense of purpose and direction. At Apple, this vision was to create innovative products that would change the world.
2. Respect for the individual: Each employee should be treated with respect and dignity. This included listening to employees' ideas and providing opportunities for personal growth.
3. Quality: The company should focus on producing high-quality products that meet or exceed customer expectations.
4. Innovation: The organization should be committed to innovation and continuous improvement.
5. Teamwork: Employees should work together to achieve common goals.
6. Customer focus: The company should prioritize customer satisfaction and build long-term relationships.
7. Responsibility: Employees should take personal responsibility for their actions and the outcomes of their work.
8. Integrity: The company should operate with integrity and honesty.

These values helped Apple to maintain a high level of employee satisfaction and product quality, leading to the company's success over the years. Other organizations have since adopted similar values statements to guide their decision-making and promote a positive work environment.

VALUE STATEMENTS

...
Recommendations for Developing Effective Value Statements

An effective value statement is the foundation of what an organization intends to be; the principles, standards, and values will guide the organization’s strategic and operational decision making processes. This type of information lacks specificity and concreteness. Therefore, top-level managers must accept responsibility for articulating values in ways that are meaningful for each stakeholder group. If this is not done, stakeholders will not possess the understanding and directives required to complete their tasks (Ireland & Hitt, 1992). When this happens, the stated values are not consistent with the true values of the individual leader or organization leadership. The result is a lack of constancy or purpose, lack of confidence and an atmosphere of chaos, stress and low morale. Maximum effectiveness in an organization exists only when the individual leader’s or organization’s stated values are consistent with the personal values of the leadership.

Values and priorities are easily confused. This is because one’s values, to a great degree, set one’s priorities (Couid, 1992). Most organizations have too many priorities. How can anyone handle twenty different values simultaneously, especially when they are all of equal weight in the decision-making matrix? Priorities should be few and should be prioritized concerning one another. Key terms should be defined carefully and prioritized with respect to one another. When management uses words like quality, customer, employee involvement, and productivity, they are obligated to define their terms.

A value statement is not valuable unless it is used as a constant guide for the actions of all employees. A value statement is the building block for decisions and resource commitments. Without focusing on a value statement, decisions result in cajoling and quarreling. Therefore, it is important for a key individual to verify the value statement as a guide for all organizational decisions and actions. When their actions are consistent with the organization’s stated values, these values serve as unifying principles for all organization policies and actions. This provides a focused approach for establishing and achieving your vision.

It is generally agreed that organizations exist to satisfy customer’s needs. Customers could be viewed as the most critical stakeholder group. In the next decade, the development of the value

value statement should be based on the types of products and services the organization’s customers need and the core competency required for the organization to satisfy those needs.

Right tone is important for a value statement. Michael (1995) suggested that the right tone to set the value statements must be:

1. Juicy—inspiring, energizing, alive
2. Original—a unique expression of your organization
3. Succinct—every word packed with meaning
4. Inclusive—reflecting the concerns of all stakeholders
5. Positive—active, focused, and affirming
6. Memorable—everyone in the organization knows it by heart
7. Aligned—with universal principles and basic goodness
8. Integrated—into everyday behavior. (p.77)

Shared Values

Frigon and Jackson (1996) suggested that shared values foster strong feelings of personal effectiveness among the members of the organization. They promote high levels of loyalty, develop consensus about goals, and instill a strong sense of ownership and caring about individual leader or organization. These shared values are the foundation for fusing the organization to achieve a vision. Hence, the vitality of the organization depends on and is directly proportional to existence of a set of values shared by all. It is imperative that every member of the organization know and subscribe to the organizational values.

Kouzes and Posner (1993) said that shared values give everyone an internal compass that enables them to act independently and interdependently, responsibility and publicly. In a credible community, dilemmas are resolved using principles not positions. The focus is on problem, not people. A value statement is worth nothing, unless you find the common ground and build consensus around a core of shared values.
This paper has argued that value statements provide a framework for understanding the organization's raison d'être. The organization's raison d'être is to be understood in terms of stakeholders, the organization's mission, and the key philosophical premises that will guide decisions and actions. The key premises should be examined and the organization should be examined. The challenge facing managers today is to understand the importance of value statements and to learn how to cope successfully with situations that may prevent their development. This paper has attempted to develop a framework for understanding how value statements can contribute to the development of strategic plans. In turn, developing effective value statements can contribute to increasing the organization's overall performance. Finally, the paper concludes that a value statement is only as good as the common ground and shared values it is based on.

References


---

**Professional Burnout in the Leisure Services Field**

Michael J. Meehan  
Master’s Program  
Indiana University

The study examined the literature regarding staff burnout in the leisure services profession and identified factors which contributed to burnout. Factors included role conflict, role ambiguity, stress, lack of wellness, work environment, organizational structure and climate, lack of social support network, and personality factors.

**KEY WORDS:** burnout, leisure services

**Introduction**

The effects of staff burnout are enormous. Direct organizational costs include expenses such as advertising a position, interviewing and training the new employee, not to mention the costs involved with hiring the original staff member who burned out and left the organization. Indirect costs such as increased absenteeism, increased tardiness, and a drop in the work environment can spoil the work atmosphere/organizational culture (Vessell, 1980). These indirect, often hidden expenditures, can weigh heavily on agency effectiveness by promoting the deterioration of service quality to clientele as well as to other staff members (Vessell, 1980).

In addition to organizational expenditures, the costs in human potential are enormous. Stress and burnout do not only affect the psyche of an individual, but often physical ailments such as fatigue and illness occur as a result of being worn down by job stresses. Other costs include the missed opportunities to capitalize on personal investments such as education, training, and energy (Vessell, 1980). There is also high potential for the problem to spill over into other relationships and cause even more stress.

If leisure services professionals admit burnout occurs, take measures to understand the causes, and take measures to mitigate its effects, organizations can decrease direct and indirect expenditures. In
addition, one of the primary reasons we are in the leisure services
industry is to improve the quality of life of our guests and
our staff.

This paper examines existing literature regarding the
factors that contribute to burnout, the implications of burnout, and the solutions to

Through a review of the literature, the following factors have been
determined to contribute to burnout: (a) role conflict and role ambiguity,
(b) harassment, (c) lack of support, (d) personality traits, (e) job demand

Role conflict is defined as the inability to satisfy the role
expectations of two or more role expectations such as compliance
with rules and regulations, or to satisfy the expectations of one
role within an organization. In some cases, the level of
conflict may be so high that the individual is unable to function
effectively. Role ambiguity occurs when the individual is unsure
of the expectations of a role. This can lead to feelings of anxiety,
and may also result in feelings of confusion and frustration.

Lack of support refers to the lack of support from colleagues,
superior, and subordinates. When there is a lack of support,
individuals may feel isolated and unsupported. This can lead to
feelings of isolation and frustration.

Personality traits have also been found to contribute to
burnout. Individuals with high levels of neuroticism, for example,
may be more prone to burnout. These individuals may be
more sensitive to stressors and may have a lower threshold for
experiencing burnout.

Job demand refers to the amount of work required to
complete job tasks. If the job demand is high and the job
support is low, the individual may experience burnout.

In conclusion, burnout is a complex phenomenon that can
be caused by a variety of factors. By understanding these
factors, organizations can take steps to prevent burnout and
improve the well-being of their employees.
found to be those who burned after five weeks of camp. (Austin & Szymanski, 1985, p. 2). Differences were also found in the staff's view of the camp environment. Burnout was considered a 'no,' non-supportive environment and a lack of job satisfaction would negatively affect staff. In contrast, a high degree of job satisfaction was found to be associated with a higher level of cognitive focus, burnout, and difficulty breaking out of the burnout cycle. Autonomy and support, expressed as job satisfaction, were found to be the most important factors in determining the amount of burnout experienced by staff. (Austin & Szymanski, 1985). This study suggests that burnout is not a temporary state but a persistent condition that can significantly affect staff and campers. It also highlights the importance of creating a supportive environment and providing adequate support to prevent burnout.

Personality characteristics, burnout, and hardness in camp staff:  The study by Szymanski (1989) examined the relationship between personality characteristics, burnout, and hardness in camp staff. The study found that staff members who were hardy were more likely to be resilient and less likely to experience burnout. This suggests that hardness is an important factor in preventing burnout. However, the study also found that hardness alone is not enough to prevent burnout, and that personality characteristics also play a role. The study concludes that a combination of hardness and personality characteristics is necessary for preventing burnout.

In conclusion, the research highlights the importance of creating a supportive environment and providing adequate support to prevent burnout. Hardiness is also an important factor in preventing burnout, but it is not enough on its own. A combination of hardness and personality characteristics is necessary for preventing burnout. Future research should continue to explore the relationship between personality characteristics, hardness, and burnout in camp staff.
One strategy to reduce stress, at least help minimize its effects, would be to implement a well-planned, coordinated program that focuses on the various aspects of personal care and well-being. The program might include a variety of activities such as exercise, relaxation techniques, and mentoring programs. The effectiveness of such a program would depend on its ability to address the needs of the individual and the workplace. For example, a program that focuses on physical fitness and nutrition might be more effective for someone who works in a sedentary job, while a program that emphasizes mental health and stress management might be more beneficial for someone who works in a high-stress environment.

Part of the wellness model might include having adequate time to recuperate. Research on burnout and exhaustion has shown that when individuals are exposed to high levels of stress and are not given adequate time to recover, they are more likely to experience burnout and exhaustion. The importance of recovery time cannot be overstated. It is essential for maintaining optimal levels of performance and well-being. Personal well-being and professional well-being are closely linked. A person who is well-rested and healthy is more likely to be productive and well-functioning in their professional life.

A well-planned, coordinated program that focuses on personal care and well-being can help individuals manage stress and improve their overall health and well-being. The program might include activities such as exercise, relaxation techniques, and mentoring programs. The effectiveness of such a program would depend on its ability to address the needs of the individual and the workplace. A program that focuses on physical fitness and nutrition might be more effective for someone who works in a sedentary job, while a program that emphasizes mental health and stress management might be more beneficial for someone who works in a high-stress environment. It is essential to create a well-rounded and comprehensive program that addresses all aspects of personal care and well-being.
Leisure's Role in Intergenerational Groups

Alice Foose

Doctonal Program

Indiana University

Recent trends such as the increase of grandparents raising their grandchildren have spurred interest in intergenerational groups. Leisure plays a vital role in developing these interactions. Drawing from a range of different fields including recreation, education, psychology, and sociology, this paper will identify the underlying trends that have promoted the increase of intergenerational groups in leisure settings. Secondly, through a critique of the current theory and research in the area of intergenerational interactions, this review will present the vital role that leisure plays in the development and promotion of intergenerational relationships. This article will then explore the benefits as well as the potential problems that arise from creating intergenerational groups. Lastly, it will summarize the current state of intergenerational programming including providing a rationale for leisure professionals to facilitate intergenerational interventions.

KEY WORDS: Leisure, intergenerational, theory, intervention

The recognition that on the average people are living longer has been reflected by a rapid expansion in research, publications, and organizations that deal with the phenomenon of aging (MacNeil, 1995). Although interest in how to deal with mixed age groups has escalated, the knowledge about how to best facilitate these intergenerational groups (IG) is still hidden within multiple fields. This article has assembled this information in an overview of the trends, benefits, and a rationale for incorporating IG programming in the leisure field. In doing so, three levels of relationships formed by intergenerational interactions will be discussed. Finally, a brief summation of the current state of intergenerational programming and several future directions for research will be provided.

1For the purpose of this paper, the concept of leisure will be interpreted quite broadly. Since IG interactions pervade all aspects of American society, these interactions are important to understand no matter how one defines leisure.
LEISURE'S ROLE IN INTERGENERATIONAL GROUPS

Increased leisure time is a critical component of aging in place for elderly persons. However, leisure activities are often limited by the lack of adequate day care, by reducing lack of social support and the need of children (Keller, 1985), and by increasing lack of family support (O’Hare & Warr, 1987). Leisure has been found to provide opportunities for social interaction, personal growth, and the development of personal relationships with caring adults (O’Hare, 1987).

Social networks, which include family and friends, play a crucial role in helping to reduce the negative effects of social isolation and loneliness. Social networks have been found to be associated with lower rates of depression and higher levels of well-being. The social network of older adults has been found to be more important than that of younger adults in predicting the likelihood of functional decline (O’Hare, 1987).

School districts have been found to have a significant impact on the well-being of older adults. The social network of older adults is found to be more important than that of younger adults in predicting the likelihood of functional decline (O’Hare, 1987). The social network of older adults is found to be more important than that of younger adults in predicting the likelihood of functional decline (O’Hare, 1987).
LEISURE'S ROLE IN INTERGENERATIONAL GROUPS

The proportion of the population who live past 60 and 70 years of age, the increase in the proportion of older people in many societies, and the increased life expectancy of older people who are also living longer, has several consequences for older adults, especially the young-old and older-old. Moreover, the change in the composition of older people who are living longer, and the cultural values that are being transmitted to younger generations, means that the elderly are becoming more visible and assertive. As a result, the elderly have become a more important group in society, and their role in shaping the future of society is being increasingly recognized.

Social Support Network

The social support network of older people can be seen as a series of networks, each with its own characteristics and functions. The primary network is the family, which provides emotional, practical, and financial support. Other networks include friends, community organizations, and formal agencies. The networks are interconnected and provide a range of support to older people, helping them to maintain their independence and well-being.

Intergenerational Interventions

One potential intervention is to create programs that encourage older adults to contribute their time, skills, and knowledge to the community. For example, a program that provides training for older adults to help in the community could help to bridge the gap between older adults and younger generations. Another intervention is to create programs that encourage older adults to participate in recreational activities. Such programs can help to increase the social-networking opportunities for older adults, and can also help to improve their well-being.

Conclusion

In conclusion, older people play a vital role in society, and their contributions should be recognized and valued. By creating programs that encourage older adults to contribute their time, skills, and knowledge, we can help to ensure that older people continue to be active and engaged members of society.
LEISURE'S ROLE IN INTERGENERATIONAL GROUPS

57

FOOSE

Anecdotal evidence suggests that the negative outcomes experienced by many of the children attending the program may be due to the limited interaction with adults who were present during leisure activities. For example, the program director reported that some children did not participate in group activities because they were too distracted by their own thoughts or feelings. This suggests that the program may need to focus more on providing opportunities for social interaction and positive adult support.

The outcomes of the program were evaluated through pre- and post-assessment measures. The results showed that children who participated in the program demonstrated significant improvements in areas such as behavior, social skills, and academic performance. These findings support the idea that leisure activities can have a positive impact on children's well-being.

The program also aimed to provide opportunities for intergenerational interaction. Many of the activities were designed to encourage communication and collaboration between older adults and children. For example, older adults were invited to come to the program and share their experiences with the children. This provided a valuable opportunity for the children to learn from the wisdom of the older generation.

In conclusion, the program was successful in achieving its goals. It provided a safe and supportive environment for children to engage in leisure activities, and it encouraged intergenerational interaction. Future programs should consider building upon these successes by focusing more on providing opportunities for social interaction and positive adult support.
TLC had a great recruitment rate due to using several avenues to attract volunteers. In particular, the program had a strong response rate of 6%, (b) presentations and visits to senior citizens, (c) personal invitations to retired persons in the area, (d) presentations by faculty, (e) personal invitations to the volunteers by funds, transportation, and paying a small supplement fee for the older adults with low incomes.

Development and planning: The relationships should be attuned to the developmental needs of the participants. Baranowski (1982) noted that the most critical of them. The oldest group (12-16) ran, under your guidance, to play games, and make up games, and try to encourage and plan activities that are age-appropriate. The relationship that people interested themselves and their peers were in the group, and the goal was to be balanced and differentiated. The younger group (16-18) ran, under your guidance, to play games, and make up games, and try to encourage and plan activities that are age-appropriate. The relationship that people interested themselves and their peers were in the group, and the goal was to be balanced and differentiated.
FOOSE

Program strategies, which are not adequately focused on achieving the secondaries' perceptions, are situated in the background. Secondary relationships are the most significant components of the program. The themes identified in the study are: (1) the three types of significant relationships identified by Foose (1987), (2) the three types of significant relationships identified by Foose (1988), and (3) the three types of significant relationships identified by Foose (1989). The themes identified in the study are: (1) the three types of significant relationships identified by Foose (1987), (2) the three types of significant relationships identified by Foose (1988), and (3) the three types of significant relationships identified by Foose (1989). The themes identified in the study are: (1) the three types of significant relationships identified by Foose (1987), (2) the three types of significant relationships identified by Foose (1988), and (3) the three types of significant relationships identified by Foose (1989).
created an additional support system for the older volunteers. The services permitted the seniors not only to commit but also to feel and to the needs of the community served. The use of surveys and questionnaires contributed to successful and effective programming.

**Recommendations for Successful IG Programs**

- **Swedish and Ostiguy** (1993) documented successful IG programs. Their experiences and suggestions are particularly relevant.

  - **Planning and Attention:** Swedish and Ostiguy (1993) maintained that careful and effective planning can produce successful IG programs. Although the details of their planning may vary, their recommendations are based on the premise that careful attention to detail is crucial to the success of any IG program.

  - **Facilities and Equipment:** Swedish and Ostiguy (1993) also emphasized the importance of having accessible and appropriate facilities and equipment. They recommended that IG programs should ensure that all participants have access to the necessary equipment and facilities, and that these are available when needed.

  - **Adherence to Rules:** Swedish and Ostiguy (1993) also noted that adherence to rules is critical to the success of IG programs. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.

- **Swedish and Ostiguy** (1993) noted that IG programs should be designed to ensure that all participants adhere to the rules and guidelines. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.

- **Swedish and Ostiguy** (1993) also noted that IG programs should be designed to ensure that all participants adhere to the rules and guidelines. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.

- **Swedish and Ostiguy** (1993) also noted that IG programs should be designed to ensure that all participants adhere to the rules and guidelines. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.

- **Swedish and Ostiguy** (1993) also noted that IG programs should be designed to ensure that all participants adhere to the rules and guidelines. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.

- **Swedish and Ostiguy** (1993) also noted that IG programs should be designed to ensure that all participants adhere to the rules and guidelines. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.

- **Swedish and Ostiguy** (1993) also noted that IG programs should be designed to ensure that all participants adhere to the rules and guidelines. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.

- **Swedish and Ostiguy** (1993) also noted that IG programs should be designed to ensure that all participants adhere to the rules and guidelines. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.

- **Swedish and Ostiguy** (1993) also noted that IG programs should be designed to ensure that all participants adhere to the rules and guidelines. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.

- **Swedish and Ostiguy** (1993) also noted that IG programs should be designed to ensure that all participants adhere to the rules and guidelines. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.

- **Swedish and Ostiguy** (1993) also noted that IG programs should be designed to ensure that all participants adhere to the rules and guidelines. They recommended that IG programs should be designed to ensure that all participants adhere to the rules and guidelines.
that rather than protecting scarce programs, organizations should act as a clearing house, networking with other organizations (e.g., Sierra Club, Audubon Society, Elder hostel, Forest Service Campgrounds) and companies for volunteer, leisure, and new career opportunities. Thirdly, agencies must realize that most people want to be needed and to feel useful. Volunteer opportunities within your agency, instructions, coaching, advising/mentoring, fundraising, counseling, and program development are several ways that an agency can capitalize on this need. Besides coordinating volunteer efforts with other agencies, another method to reach potential volunteers or participants is to publish community volunteer opportunities in the local paper and advertise the opportunities on the radio. Blanding, Turner, and Gerbrandt (1990) maintained that programs can be further enhanced by: (a) developing clear sources of funding; (b) coordinating and cooperating with other community programs serving seniors; (c) conducting activities at convenient locations; (d) learning about successful marketing techniques for attracting people of all ages; (e) using facilitators who are enthusiastic, caring, capable, and dedicated to life-long learning; and (f) listening to the interests, desires, and needs of all participants.

Leisure professionals do not need to reinvent the wheel. There are a plethora of resources available, albeit hidden, for incorporating and maintaining IG programming into one’s agency. Gerontology programs and programing advocating for both children and older adults, such as AARP, Coalition for Children, and Generations Together (see AARP, 1993 for additional listing of resources) have many additional resources. Many of the resources provided by gerontological or child development programs focus on youth at risk or individuals who have recently retired (AARP, 1992, 1993; Blanding, 1994; Blanding, et al., 1993; Cram, 1995; Hudson & Rich, 1993; Keller, 1985; Newman & Brummel, 1989; Swedburg & Ostiguy, 1994; Wesson, Owen, McGuirk, Backman, & Allen, 1993; Wright, et al., 1994). If organizations or American society are to move forward, they need to focus on preventative measures. Instead of spending an inordinate amount of money, time, effort, and other resources on fixing the problems, programs need to become proactive. This is not to say organizations should make no attempt to help the people and institutions who are in need, but if society is to improve, the status quo must be changed. Like those who started the playground movement and advocated the need for leisure and recreation throughout life, leisure professionals today must take a stand now and become proactive.

Why Leisure?
Leisure provides a medium in which family and community develop. Throughout history leisure activity has provided the solutions to social problems. From the Roman’s bread and circuses, to Aristotle’s contemplation to the playground movement at the turn of the century, leisure has provided social reform. The impetus for the rise of IG programming stems from the recognition of a combination of social needs and trends. These trends combined with the improved understanding of human development call for innovative programs which meet the constituents’ needs, yet are easy to administer and cost-efficient.

“The challenge for public recreation and park administrators is to take existing approaches and continue to create new strategies that meet the needs of a diverse and changing aging population” (Hawkins & McLean, 1993, p. 33). This includes creating an environment which allows people over the age of 55 years to continue to participate in the activities they have always enjoyed (i.e., core activities) such as socialization, travel, attending cultural events, dancing, outdoor activities, shopping, volunteer activities, and physical and mental fitness activities (Fogg & Fulton, 1994). IG programs can help create this environment.

Lifespan Development
Unlike models of the past which held that development occurs during childhood and adolescence only (e.g., A. Freud, 1958; S. Freud, 1938), current models of focus on developmental over the entire lifespan (Ekland, 1980; Gordon, Gaite, & Scott, 1976). This perspective maintains that people are continuously interacting with the changing environment and circumstances. Gordon et al (1976), after an extensive review of the developmental literature, synthesized the theories into an 11-stage developmental model which incorporated the major dilemmas in life. The stages represent the different resources and challenges potentially occurring at various periods in one’s life. This implies that IG programs must meet not only a variety of requirements depending on the needs of each participant, but that the diversity of life perspectives
and strengths each participant brings to the program serves the needs of other age groups (see Appendix for a more detailed description).

Lawton (1993) in a comprehensive review of leisure research found that not only do meanings for the same activity differ among people, but disparate activities can have the same meaning for different people. Additionally, "meanings may vary within the same person across different contexts or across time periods" (Lawton, 1993, p. 33).

For instance, in middle age (i.e., age 45 to retirement) leisure, such as painting, fosters three basic functions: (a) to promote acceptance and warm response from others, (b) to prevent despair, and (c) to structure time. In contrast, painting for leisure from retirement to the onset of severe illness deals with the issues of personal autonomy and meaningful integration of the different aspects of one's life. As this example suggests, the same activity can be structured to meet the needs of multiple age groups and abilities.

This is further supported by Kaufman (1993) who observed that people when asked to describe themselves rarely include their age, instead they focus a range of qualities and personal attributes. From this he developed the concept of the "ageless self." One's ageless self is that aspect of each person which remains relatively consistent throughout one's life (Kaufman, 1993).

The specific activity the person selects may be new, but the domain usually is not. For example, people who see themselves as being good at one type of art, sport, or scholarship tend to see themselves as having the capacity to be good at other specific areas within the same general domain. Thus people can try new activities and exhibit continuity at the same time! (Atchley, 1993, p. 13)


Secondly, as advocated earlier in the theory of the ageless self, activity which has proved satisfying earlier in the life course is maintained throughout one’s life course. These activities are manifested in the individual’s self-definition, style of behavior, developed skills, relationships with family and friends, and life investments. Thirdly, the

"programs most likely to attract older persons build on familiarity, established competencies and self-images, communities of interaction, and previous histories of satisfaction" (Kelly, J. R., 1993, p. 207).

Fourthly, people of all ages are attracted by quality. Lastly, "activity engages and expresses the self in social context. Activity is who we are as well as what we do" (Kelly, J. R., 1993, p. 210).

Goggin and Kelly (1993) also advocated "grouping by developmental instead of chronological age [to offer] the potential for greater success and satisfaction among older adults leisure time activities" (p. 56). J. R. Kelly (1993) pointed out that age-designated and age-segregated activities take a relatively small place in the overall life patterns of most older adults...When we look at the activity of older adults, it is necessary to include the entire community, all the mass media, a full range of travel destinations and styles, home electronics, churches and schools, and places where grandchildren play as well as all the informal social spaces of interaction. (p. 119)

Current State of IG Programs
Where do intergenerational groups stand now? Although a few programs have appeared in the area of leisure, most IG groups have been affiliated with the educational system (AARP, 1992, 1993; Bengston & Haroldan, 1994; Newman & Brummei, 1989).

Occasionally over the past 15 years, journal articles in the field of leisure also have mentioned the value of IG groups (Boyd, 1985; Campanelli & Levine, 1989; Cram, 1995; Kelly, 1985; Osgood, 1993; Penalta & Uysal, 1992; Swedenburg & Osgood, 1994; Walsh, 1989; Wright, et al., 1994). More recently articles on a variety of topics such as more elderly traveling with their grandchildren (Penalta & Uysal, 1992), collaboration among local recreation and park departments and aging networks (Epstein, Cram, & Kelly, 1994), and the forms of creative expression (Osgood, 1993) have demonstrated that IG activities affect all types of leisure activities.

Why Now?
Prompted by a combination of trends, the National Recreation and Park Association (NRPA) recently received a grant to promote the development of IG groups (Cram, 1995). The grant, which is in the last
year of the three year cycle, focuses on promoting grass-roots organizations and public awareness. Part of the grant supports four pilot sites in developing and implementing IG programs. Information gathered from these sites will be compiled into a technical assistance manual which is tentatively scheduled to be available early in 1998. Public service announcements were distributed beginning in July 1996. Scriptographic booklets, entitled About Intergenerational Programs, were published in May 1996, followed by a resource guide published in the fall 1996. A third avenue of awareness is through four national institutes for leisure providers. Proceedings from these institutes are also scheduled to be published. Also funded under the grant was a newsletter which was published four times a year (i.e., March, June, September, and December) for ten issues. The newsletter, Bridges, provided a current listing of resources including recent publications, conferences, and contacts (Marcia Cram, personal communication, March, 1996).

Dubbed intergenerational initiatives, IG programs arise from not only the need close the “rift between generations” but to provide alternatives to gangs, to preserve disappearing cultures, and to provide more programs for less money. Research conducted in a variety of areas demonstrates the value of IG programs in impacting social skills improvements of older adults, altering attitudes of youth towards older adults and of older adults towards youth, improving student’s grades, reducing truancy, and improving high school retention rates” (Cram, 1995, p. 95).

These needs are mirrored in NRPA’s current recommendations of what services public park and recreation departments should be providing. NRPA (1995) recommended that leisure professionals: (a) move beyond fun and games to promote health, (b) form partnerships (versus being a provider), (c) facilitate quality of life rather than trying to provide all services to everyone, (d) focus on the benefits rather than the activity, (e) focus on transforming lives instead of just providing functions, and (f) become a valued commodity rather than an extra service. All of these can be accomplished using IG programming.

The current norm within the leisure field does not mirror the above recommendations. Age-segregated programs have been justified on the basis of administrative feasibility and accepted practice and not on the desires of the elderly themselves (Teaff, 1977). Epstein, et al. (1994) pointed out that this need not be the case.

The advantage of using parks and recreation programs for health promotion is that they provide readily available, low cost resources which are generally accessible, may be sustained over time, and have a pre-existing administrative structure and financial base. (from Surgeons General’s Workshop on Health Promotion and Aging in 1988 as cited in Epstein, et al., 1994, p. 66)

Teaff (1977) and others (e.g., Atchley, 1993, Cram, 1995; Foret, Carter, & Benedit, 1993; Foret & Kellner, 1993; J. L. Kelly, 1993; Hawkins & McLean, 1993; Walsh, 1989) have stressed that “age integration should be a policy in all elderly leisure service providers...since age integration during leisure is an important forum in the continuing social integration or reintegration of the elderly into the mainstream of life” (Teaff, 1977, p.8).

Conclusion

Multiple trends, including a lengthening lifespan, reduced governmental support, and increased societal problems such as youth violence, increasing medical costs, and an increased focus on quality of life, have stimulated the need for creative solutions for leisure programming. IG programming is one solution. Within the last ten years the leisure field has seen a rise in programs and articles advocating IG groups. With the new IG initiatives leisure professionals should see an additional rise in IG programming. Yet, to reap the full benefits of IG programs, a thorough understanding of the group dynamics and factors which benefit and the factors which impinge on the progress of IG programs must be obtained. Freeman’s (1988) study as well as the others reviewed demonstrate that leisure has an essential role in the development of IG professionals to lead.

References


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Adolescence (11-15 yrs)</td>
<td>Identity vs. Achievement</td>
<td>Acceptance vs. Attraction</td>
<td>Self-Absorption</td>
<td>Shared Activities</td>
</tr>
<tr>
<td>Late Adolescence (16-18/20 yrs)</td>
<td>Intimacy vs. Autonomy</td>
<td>Life-Satisfaction</td>
<td>Socialization</td>
<td>Shared Interests</td>
</tr>
<tr>
<td>Young Adult (19-29 yrs)</td>
<td>Connection vs. Self-Determination</td>
<td>Leisure Adapted from Previous Interests</td>
<td>Participation</td>
<td>Volunteering</td>
</tr>
<tr>
<td>Late Maturity (45-65 yrs)</td>
<td>Generativity vs. Self-Absorption</td>
<td>Accomplishment</td>
<td>Leisure Activities</td>
<td>Social Capital</td>
</tr>
<tr>
<td>Retirement (65 yrs+ or retirement)</td>
<td>Integrity vs. Despair</td>
<td>Autonomy</td>
<td>Leisure Involvement</td>
<td>Life Satisfaction</td>
</tr>
</tbody>
</table>

Table Continued:

- Erikson: Identity vs. Achievement
- Grolnick et al.: Acceptance vs. Attraction
- Levin et al.: Self-Absorption
- Kelly & Gabley (1992): Shared Activities
- Late Maturity: Generativity vs. Self-Absorption
- Retirement: Integrity vs. Despair

Note: The table represents different theoretical perspectives on life stages and leisure experiences.
Qualitative Inquiry in Leisure Research

Kia Lam Yoh
Deakin Program
Indiana University

Introduction
Leisure has often been defined as either a free-time activity (e.g., Kung 1974), a state of mind, an experience (e.g., Kelly, 1982), or a feeling (e.g., De Grazia, 1982). It has been characterized as being free of work, or even as being free of leisure (Van Maanen, 1983). The concept of leisure is multifaceted and encompasses a wide range of activities and experiences. It is a complex phenomenon that is influenced by various factors, including cultural, social, and personal characteristics.

Why do people engage in certain leisure pursuits and not others? What benefits and drawbacks do certain leisure activities have? Understanding these questions is crucial for the development of leisure research. Qualitative inquiry is a research method that can help explore these questions in depth.

The purpose of this paper is to examine the role of qualitative inquiry in leisure research and the value of qualitative methods in leisure research. The focus is on the role of qualitative inquiry in the development of leisure research, with an emphasis on the value of qualitative methods in leisure research.

The purpose of qualitative inquiry in leisure research is to understand the nature of leisure and the values associated with it. Qualitative inquiry helps explain phenomena, and it is a valuable tool for understanding the subjective experiences of people.

The purpose of qualitative inquiry in leisure research is to understand the nature of leisure and the values associated with it. Qualitative inquiry helps explain phenomena, and it is a valuable tool for understanding the subjective experiences of people.
QUALITATIVE INQUIRY IN LEISURE RESEARCH

1. Qualitative methods bring people back in to the study of leisure, since too much meaning is put on people's leisure. Qualitative methods change the way people are used in research from how they are used in the past. Qualitative methods bring people back in to the study of leisure by focusing on their experiences and meanings. This helps to understand how people experience leisure and how they interpret their experiences.

2. Qualitative research is a mode that can encompass changes and contradictions in the meanings of leisure. Qualitative research can help to understand how people's experiences of leisure change over time and how their meanings of leisure are shaped by their experiences.

3. Qualitative research is more like a story than a diagram. Unlike quantitative research, which relies on numbers and statistics, qualitative research relies on the experiences and meanings of people. This allows for a more detailed and nuanced understanding of leisure experiences.

4. Qualitative research is about the examination of data and analysis in an understandable and meaningful way. By focusing on the experiences and meanings of people, qualitative research can help to understand how leisure experiences are shaped by cultural and social factors.

5. Qualitative research is more like a story than a diagram because it allows for a more detailed and nuanced understanding of leisure experiences. Unlike quantitative research, which relies on numbers and statistics, qualitative research relies on the experiences and meanings of people. This allows for a more detailed and nuanced understanding of leisure experiences.

6. Qualitative research is about the examination of data and analysis in an understandable and meaningful way. By focusing on the experiences and meanings of people, qualitative research can help to understand how leisure experiences are shaped by cultural and social factors.

Values of Qualitative Inquiry in Leisure Research

Today, quite a number of leisure researchers are finding that the values of qualitative inquiry in leisure research are becoming more and more meaningful. Leisure is an experienced process rather than a defined, and other elements of the quality of the experience are not as important as the nature of the interaction between the researcher and the respondent. The researcher's role is to facilitate the respondent's story, and the researcher's role is to facilitate the respondent's story, not to control it or direct it. The researcher's role is to facilitate the respondent's story, not to control it or direct it. The researcher's role is to facilitate the respondent's story, not to control it or direct it. The researcher's role is to facilitate the respondent's story, not to control it or direct it. The researcher's role is to facilitate the respondent's story, not to control it or direct it. The researcher's role is to facilitate the respondent's story, not to control it or direct it. The researcher's role is to facilitate the respondent's story, not to control it or direct it. The researcher's role is to facilitate the respondent's story, not to control it or direct it. The researcher's role is to facilitate the respondent's story, not to control it or direct it. The researcher's role is to facilitate the respondent's story, not to control it or direct it.
Qualitative Inquiry in Leisure Research

Issue of Researchers' Subjectivity in Qualitative Inquiry

Reading field studies that have the author's voice embodied in the midst of the action is always satisfying. When a writer is trying to reproduce the case or present an evocative analysis of the case, the writer may subjectively impose and project the outcome as well. (Rummel & Appleyard, 1995)

"The subject is the one who matters, for the subject is the one who matters. The subject is the one who matters. The subject is the one who matters." (Horkheimer, 1968, p. 12)

The use of subjective language in qualitative research is often seen as a way to enhance the authenticity of the research and to bring the reader closer to the subject of the study. However, it can also be problematic, as it can lead to bias and influence the results of the research. (Rummel & Appleyard, 1995)

Based on the preceding discussion, it is apparent that qualitative research methods are indeed very applicable to the field of leisure research. As authors and researchers, we should strive to maintain objectivity and avoid bias in our research. (Rummel & Appleyard, 1995)
Advocating that dissertations be written in novel form is not the intention of this paper. Instead, qualitative research must be viewed as a form of inquiry. Qualitative inquiry in the form of research is feasible and should be encouraged. After all, qualitative inquiry is a requirement for human activity. It provides human life with the qualitative thought that is a requirement for maintaining one’s humanity (Van Maanen, 1983).

References


Murphy, J. E. (1975). Recreation and leisure services. Evanston, IL: Education Press.

A COMMUNITY OF INTEREST

Leisure and Successful Aging among Retired Recreational Vehicle Users

Jill D. Vasquez
Doctoral Program Student
Indiana University

Rationale

This paper endeavors to fill the void in the literature regarding the relationship between leisure and successful aging of retired adults. The focus is on the recreational vehicle (RV) as a means of maintaining a healthy, engaged, and active lifestyle. The emphasis is on the community of interest that forms around this activity, as well as the impact it has on the emotional and psychological wellbeing of the participants.

The research design involves a qualitative approach, utilizing in-depth interviews and focus groups to explore the lived experiences of RV users. The data collected will provide insights into the social, emotional, and physical benefits of RV living, and the role it plays in the successful aging process.

Key Words: Retirement, Recreational Vehicles, Community of Interest, Successful Aging

Definitions of community traditionally focus on a shared place and time. However, as North American society becomes more mobile, time and place are not the sole determinants of community formation. Community of interest is a term that encompasses shared values, beliefs, and interests, which can include activities such as RV living.

Nomadic lifestyle among retired recreational vehicle users (RVers) is relatively uncommon. However, the RV community has unique characteristics that differentiate it from other forms of community. RVers share a common commitment to the idea of travel and adventure. They are often seen as a tight-knit group, with strong bonds formed through shared experiences and mutual interests.

For many older adults, the nomadic lifestyle offered by RVing has resulted in a sense of community that is not bound by traditional geographic or social boundaries. The RV community serves as a support network, providing opportunities for companionship and shared experiences. The emotional and psychological benefits of RV living are multifaceted, and the research aims to explore these in depth.
1. What motivates older adults to choose alternative housing situations?
2. How are leisure experiences created within a non-traditional residential setting?
3. What types of social bonds are created within the RV community?
4. What is the role of leisure in socialization within the RV community?
5. How do community and social bonding influence travel destination decisions?

Conceptual Framework

I. At Play's End RV Park (TE) through the lens of a...
A COMMUNITY OF INTEREST

A COMMUNITY OF INTEREST

SOCIABILITY INTO THE COMMUNITY OF RVING

Saturday morning picnic breakfast at the park. We immediately began to experience the atmosphere of the park. We had already been introduced to several other RVers at the picnic. We met several others at the picnic and talked about our experiences with their RVs. We also met with several other RVers who were attending the picnic. We learned about their experiences and talked about our own.

For each of the three couples, we discussed the reasons for their RVing and the associated socializing and networking that went along with it. We discussed the benefits of RVing and how it could help bring people together. We also discussed the potential drawbacks and challenges of RVing.

We continued our conversation with the couples and discussed the advantages of RVing. We also discussed the potential drawbacks and challenges of RVing.

Weekend plans included a visit to the local town for shopping and dining. We also plan to continue our conversation with the couples and discuss the advantages of RVing. We also plan to discuss the potential drawbacks and challenges of RVing.

Linda, Bill, and Will were staying at the park for the first time. They had been invited to "grovew down" another couple who had greatly enjoyed the park during their visit last fall. Linda and Bill were spending three months (January-March) at the park.

Will and Linda

Linda, Bill, and Willy, 61, from Indiana were staying at TE for the first time. They had been invited to "grovew down" another couple who had greatly enjoyed the park during their visit last fall. Linda and Bill were spending three months (January-March) at the park.

Will and Linda

For each of the three couples, we discussed the reasons for their RVing and the associated socializing and networking that went along with it. We discussed the benefits of RVing and how it could help bring people together. We also discussed the potential drawbacks and challenges of RVing.

We continued our conversation with the couples and discussed the advantages of RVing. We also discussed the potential drawbacks and challenges of RVing.

Weekend plans included a visit to the local town for shopping and dining. We also plan to continue our conversation with the couples and discuss the advantages of RVing. We also plan to discuss the potential drawbacks and challenges of RVing.

Linda, Bill, and Willy, 61, from Indiana were staying at TE for the first time. They had been invited to "grovew down" another couple who had greatly enjoyed the park during their visit last fall. Linda and Bill were spending three months (January-March) at the park.

Will and Linda

For each of the three couples, we discussed the reasons for their RVing and the associated socializing and networking that went along with it. We discussed the benefits of RVing and how it could help bring people together. We also discussed the potential drawbacks and challenges of RVing.

We continued our conversation with the couples and discussed the advantages of RVing. We also discussed the potential drawbacks and challenges of RVing.

Weekend plans included a visit to the local town for shopping and dining. We also plan to continue our conversation with the couples and discuss the advantages of RVing. We also plan to discuss the potential drawbacks and challenges of RVing.

Linda, Bill, and Willy, 61, from Indiana were staying at TE for the first time. They had been invited to "grovew down" another couple who had greatly enjoyed the park during their visit last fall. Linda and Bill were spending three months (January-March) at the park.

Will and Linda

For each of the three couples, we discussed the reasons for their RVing and the associated socializing and networking that went along with it. We discussed the benefits of RVing and how it could help bring people together. We also discussed the potential drawbacks and challenges of RVing.

We continued our conversation with the couples and discussed the advantages of RVing. We also discussed the potential drawbacks and challenges of RVing.

Weekend plans included a visit to the local town for shopping and dining. We also plan to continue our conversation with the couples and discuss the advantages of RVing. We also plan to discuss the potential drawbacks and challenges of RVing.
she will see them all summer. Wib and Linda anticipated an active summer camping in Indiana with grandchildren visiting, seeing lots of returning camping friends and participating in activities offered (Linda and her daughter run the children's crafts).

How does the family feel about their nomadic lifestyle? Wib's 85 year old mother "will have a fit" when she is told about the purchase of a Florida home because she'd like them closer to Indiana. Their children however are very supportive, and understand their parents' sense of adventure. Wib and Linda have "been camping ever since they had tents; we'd pack the truck with kids and have a lot of fun and do a lot. And we'd go without the kids, every year for 15 years, to Daytona on the Harley. We'd meet up with the same folks. It was like a family reunion." These retired Hoosiers have given up the Harleys, tent camping, and their jobs--his at GM for 35 years and hers cleaning offices. She retired two years ago after a heart attack. They seem to have a plan for retirement that accommodates family, friends, time, money, and health. When health won't allow them to drive, they plan to fly between their summer and winter homes. Would they ever RV full-time? They don't think so. Wib said it's risky and may take more money than he has. Linda needs to spread out or have the space a home offers, "I can only take six months in the camper."

Mary and Wib

Mary, 73, and Wib, 79, from New York started camping with a 15 foot trailer 30 years ago to attend square dance functions. The journal Wib keeps tells of travels to every state, Canada, and Mexico. Over the years their RVs have gotten bigger; they have owned four trailers, a fifth-wheel, four motor homes and are now in the largest size RV allowed, a park model home. Wib explained why they have been TE winter residents (October-March) the past 14 years, "We like to have friends and things going on. There's a lot of that going on here. The people are all really nice, people bring you back every year. Their three children are spread out over the country and "busying doing their own thing." They rarely visit. Their daughter from California visited TE for the first time recently and then told her parents that she finally understands why they like it down here: all the people and activities.

Wib said there is nothing going on in their old neighborhood, where they spend the other half of the year. He baled it on television, and cited that no one goes outside or even sits on the front porch anymore. However, when home in New York they are active square dancers and visit with old square dancing friends. Mary quilts with a group of women from church. They are extremely active at TE. Perhaps summers at home are relaxing and rejuvenating for the next busy season in Florida.

Mary would like to sell their home so they could afford a motor home (their park model is not mobile, although it is on wheels). Despite claiming indecisiveness as the reason they had not sold their house, I imagine health concerns weigh on the decision. Like all the RVers I talked with, they did not dwell on their own personal health problems. Conversations were extremely positive and upbeat; heart attacks, cataract surgery, and "little problems" were referred to without detail.

Ed and Betty

Ed, 76, and Betty, 69, have been married for 17 years; the last 15 they have been full-time RVers. And the past 14 years they have lived next door to Wib and Mary six months of the year at TE; they too have a park model home. They read about the park in a book 16 years ago and on one of their first visits, "We just knew we wanted to be here, with all the people and organization and I'm a music guy," said Ed who is active in the park's 14-piece band.

The other six months they spend in their motor home. The trips they take take the rest of the year vary greatly. In the past they have traveled extensively taking advantage of an RV park membership and scheduling trips to visit family and attend special events (i.e. a niece's wedding, 50 year army reunion, high school class reunion). "That jumping around because of limited stays is just too much." This summer they planned to spend several months in Myrtle Beach at an RV resort limiting the numbers of miles they will drive due to Ed's health (a brief of mention cataract surgery).
The three children from previous marriages are now close to 50 years old and think their parents' lifestyle is "just great." Betty's family never camped. Despite after 3 years of full-filling the RVing dream, they caught up in and spent the winter at TE in a rented RV.

Socialization Within the Community of RVers

As I sat with Ed and Betty on their screened deck, a man bicycling along the road called out, "Hi there!" They waved. We chatted along for a few minutes until the biker turned the corner. We talked casually about Ed and Betty's kids, usually about 2 miles each day. The biker, who plays the guitar and Ed plays the violin in the park's band. The band is alternately entertaining the Monday morning coffee group or giving concerts during the summer months. They encourage participation in church and community activities. Ed and Betty are active in the local community, volunteering at the local food bank and tutoring children in math. They enjoy the camaraderie of the RV community and plan to continue their travels when the snow melts.

The RV park is unique in that it offers a variety of social activities for its residents. A group of RVers, including Ed and Betty, have formed a walking club and meet every morning to walk around the park. They also participate in potlucks, game nights, and social gatherings. The RV park has a community room where residents can gather for meetings or simply socialize. Ed and Betty often attend these events and enjoy the company of their new friends.

In conclusion, the RV community offers a unique lifestyle that allows residents to pursue their interests and make new friends. Ed and Betty's RV adventures demonstrate the possibilities of RVing as a way of life, offering opportunities for socialization, personal growth, and new experiences.
neighbors (Mary and Wib)... Hey Mary!” Betty laughed calling from her deck to the neighbor’s.

Friendships formed at the park continued outside the park. Many told of visiting or receiving visits from TE friends during the off-season in their home states or camping with each other at different locations. Both good news and bad was shared throughout the year. During one interview, Mary received a call (they have a phone in their park model); one friend at the park was inquiring about another couple who was not able to make it down this season because the husband had a blood clot. During an illness, RV friends band together to support the couple (Farlow, 1987). Deaths of close friends or a spouse are frequent among this subculture of older adults. Mary was saddened by the situation. “That’s a disadvantage to this living, this age... you know (choking up)... people get older. Friends, good friends die and you feel sad for those left. You don’t see this as often where we live; the people are younger.” I imagine her melancholy was partially due to the reality it could just be her and Wib. I found married couples to be exceptionally close and genuinely enjoying each other’s company and antics (supported in the literature see Hartwigsen & Null, 1989).

Ed told me the success of TE was all about the people doing what they could for others because they enjoyed it. Others (Counts & Counts, 1992; Jobes, 1984; Williams, 1996) who have studied RVers would agree with him, calling his idea reciprocity. For example, residents save aluminum cans and one committee collects and sells them using the money to host a big party at the park. Many more examples of intrinsic rewards motivating socially supportive actions can be found: retired nurses hold free bimonthly blood pressure screenings, musicians perform at the park and local nursing homes, Christmas carolers and welcome and sunshine committee members visit park residents. Pot-luck dinners or carry-ins are a bimonthly social activity for the group. Social events for $2 is another popular event at the hall. Coffee and donuts shared on Monday mornings are usually donated by someone in honor of another’s birthday or anniversary.

There seems to be a driving force to socialize among the park residents. Ed claimed, “RVers are social animals.” Everyone waved.
residents can stay as busy as they want. Leisure offers TE residents ample opportunities to exercise choice, mastery and control over activities, events, and level of involvement. These elements in one’s life have been found to develop self-determination and increase well-being, happiness, life satisfaction (Baltes & Baltes, 1986; Csikszentmihalyi, 1985; Isao-Ahola, 1980; Lazarus & Launier, 1978; Rodin & Langer, 1977; Schmidt, 1990; Schulz & Hanusa, 1978), and even prolong life (Langer & Rodin, 1976).

Those Who Don’t

When asked about the difference between those who do and those who do not RV, Mary answered candidly, “Couples that camp can get away from the drudgery and escape. Couples [who] are computerable and like to do different [things] and meet people are revitalized. It gets stale just the two of you watching the idiot box. RVers are more outgoing and more interesting because they have more interesting things to talk about—travel.”

Ed claimed, “RV people are different. It’s hard to explain. They’ll drop whatever they are doing to help out. We are people people. This is a people-park. We belong here.”

Implications

Much can be learned about retirees from the discourse of possibilities observed at TE. RV park owners and operators can foster a sense of membership and community and bring people back to their parks by allowing their campers to initiate, plan, conduct and participate in leisure activities. Satisfied customers will return with friends and relatives to share the camping experience, increasing park revenue. New park designs should include recreation amenities and gathering places, such as recreation centers with a stage, lighting and sound systems; class rooms; full kitchen; and a large meeting/eating area.

Recreation programmers can learn from the success of TE’s extensive social schedule. This is an atypical RV park; in the more typical campground or retirement community where a paid leisure professional would set up recreation activities, it is imperative to have...
When is it My Turn? A Grounded Theory of Student Learning While Waiting During Organized Swimming Lessons

Julie Sessow-Knapp
Doctoral Program
Indiana University

Observations were conducted during 6 different youth swimming lesson classes. The classes were arranged according to age and ability level of the participants. The majority of the participants were elementary school aged. A top-down arrangement of categories summarizing the observations was developed through the use of the grounded theory method of qualitative analysis. In using this arrangement, student learning that occurs while waiting was the main category to emerge.

KEY WORDS: Grounded theory, swimming behavior, swim lessons, waiting behavior

Confessional Tale

I choose to observe a swimming lesson class based on interest. In saying interest, I mean in the interest of time and in the interest of aquatics. I am currently responsible for coordinating the swim lesson program for Indiana University’s Division of Recreational Sports. I have been a swim instructor since the age of sixteen and I have a love-hate relationship with this popular form of instruction. As an instructor, I loved seeing the students learn. It was especially gratifying when the students became truly excited with their newly acquired skills. As the summer passed, I began to hate group swim lessons when discipline became the main component of instruction. I became good at using the books of bribery and guilt to get the unruly classes under control.

Through my observations, I found that same concerns and struggles the instructors in the study had. What I did learn from observing students in the class. If the instructor wanted the children to watch the child who was swimming, there were always a few children who would challenge the instructors authority and swim down to touch

the bottom of the pool, or bob their head underwater to watch the bubbles surface around their ears. From this experience I believe that I learned to be more tolerant of the children’s curiosity with the water.

During my observations, I did worry about my established relationship with the instructors. I have worked with the majority of them for the past year and a half. I was up front with them and told them that I would be observing classes over a three week period. Most were pretty comfortable with my presence when I told them that my focus was not on their teaching effectiveness but rather on the overall environment of the class and the interactions of the students.

A problem that surfaced during the observations was the ability to hear the students from the “parent bench.” Some classes were easier to hear than others. When listening was difficult, I would sit on the edge of the pool and take field notes. At times, the students would ask me who I was and what I was writing. It was easy to get out of this one. I would tell them that I was evaluating their instructor. Overall, the experience was positive. I feel that I have learned the importance of taking copious field notes and that playful and disruptive behavior is not always bad. My only regret is that I did not interview the students as well as observe them in their classes.

Introduction

The primary purpose of a swimming lesson program is to help individuals learn to be safe when they are in, on, or around water. A class may consist of information on how to develop a stroke, principles that make the stroke effective, safety issues, or the prevention of aquatic emergencies. However, the majority of time is spent on learning motor skills (American Red Cross, 1992). The term motor skill is defined as any muscular activity that is directed toward a specific objective (Stallings, 1973). The learning and development of skills are based on age and ability. Learning involves changes in behavior that result from practice or experience.

Practice has been identified as an essential aspect of learning and improving motor skills. "Motor learning is improvement in proficiency on a motor skill that is due to experiential or practice conditions rather than to maturational processes or physiological fluctuations" (Stallings, 1973, p.73). In addition, the use of feedback can help participants learn to repeat desired responses, such as performing a skill correctly. Without feedback, participants might not improve their swimming or other motor skills.

In beginner level classes, class safety is the primary focus. Therefore, patterns of class organization are formations that the instructor uses to make sure that the class is safe while the participants are practicing their skills. When the instructor demonstrates a skill the class is most often arranged in a single line formation (Figure I). After the skill is demonstrated, the instructor begins to work with the students on a one-to-one basis maintaining the single line formation. A one-to-one situation is arranged for the purpose of providing individual feedback while maintaining active engagement with the experience (Allen & Hart, 1984). The single line formation works best in a beginner level class so that the students can remain in contact with the side of the pool at all times.

Figure 1. Class Formation during Skill Demonstration

Students who are not receiving the individualized instruction are waiting for their turn. The characteristics of student learning that take place while students are waiting was the focus of this paper.

Learning Theory

Jerome Bruner’s Instrumental Conceptualization Theory (1966)
A GROUNDED THEORY OF STUDENT LEARNING

The phrase "student learning" occurs while waiting was defined as a situation when a student was waiting or being late in the classroom. The terms "student waiting" and "student learning" were used to refer to students who were waiting or learning during the lessons. The terms were used to clarify responses according to their student learning while waiting.

**Method**

**Definition of Terms**

The phrase "student learning" occurs while waiting was defined as a situation when a student was waiting or being late in the classroom. The terms "student waiting" and "student learning" were used to refer to students who were waiting or learning during the lessons. The terms were used to clarify responses according to their student learning while waiting.

**Method**

The study was designed to observe the learning process in a lesson where the instructor was present. The lesson was observed through the following methods:

1. **Observation**
   - The instructor observes the students and identifies the learning process.
   - The observations are recorded and analyzed.

2. **Interviews**
   - Interviews with students and the instructor are conducted to understand the learning process.

3. **Qualitative Analysis**
   - A qualitative analysis is conducted to interpret the findings and to understand the learning process.

The study was conducted in a classroom setting, where the instructor was present. The learning process was observed through observation, interviews, and qualitative analysis. The findings from the study were used to develop a theory of student learning while waiting.
These terms were identified by the researcher after the observations were completed.

Procedure

The observations were conducted and field notes were taken during each of the three classes. The researcher obtained permission from the university's animal department to observe the classes from the back of the room. The observations were conducted the day before the data collection began, and the researchers took turns observing each class. The researchers were not aware of the specific procedures that were being conducted by the instructors. The researchers took notes on sheets of paper with the hope of completing them by the end of the class. The researchers would think of the researcher as a parent writing a letter of observations, and they would think of the observations as a grocery list. Following the class, the researchers would take the notes and transcribe them at the end of the day. With some students, the researchers were able to follow them by looking in the back of the room. In other cases, it was impossible to follow the observations due to language barriers, however, facial expressions were noted.

Results

The approach used to analyze the data was a three-step process. The first step was to identify descriptive statements and observations, and then to write them down using codes for each student. The second step was to label the data with the appropriate code. The third step was to compare the data and identify patterns. The researchers were able to find patterns in the data that were consistent with the code. After all of the field notes were transcribed onto the index cards, the categoric codes were compiled. The group of cards into descriptive categories was the third step. The researchers were able to identify patterns in the data. The researchers were able to identify patterns in the data.
watching, others, and practicing. As the categories were reviewed, it became evident that the underlying theme of student learning, as reflected through participants' stories, was that of the learning process. In this section, the new concept of a learning process is discussed, and the following sections illustrate how the learning process can be developed and applied to the teaching of swimming.

Learning Process: The process of learning is defined as the acquisition of new knowledge, skills, or attitudes through experience and practice. In the context of swimming, the learning process involves the student's acquisition of new skills, understanding of swimming concepts, and development of physical fitness. The learning process can be divided into three stages: pre-learning, learning, and post-learning.

Pre-learning: This stage involves the student's awareness of the need for learning and the establishment of learning goals. The student is motivated to learn swimming and sets specific goals for improvement.

Learning: This stage involves the actual acquisition of new knowledge, skills, or attitudes. The student engages in various learning activities, such as practicing new swimming techniques, observing other swimmers, and receiving feedback from instructors. The learning process is facilitated by the instructor, who designs learning activities and provides feedback to the student.

Post-learning: This stage involves the student's evaluation of their learning experience and the application of new knowledge, skills, or attitudes. The student reflects on their learning process and identifies areas for improvement.

The learning process is a continuous and dynamic process, and the student's progress is assessed through various evaluation methods, such as observations, tests, and self-assessment. The learning process is enhanced by effective communication between the instructor and the student, and the student's motivation and commitment to learning are critical factors in the success of the learning process.
Practicing

In learning skills, practice sets the stage for progress (Lawver, 1977). All classes observed involved students practicing alone while waiting for their turn. A few observations showed students practicing with others, however, the majority of students practiced by themselves. The practicing prepared the students before having to demonstrate the skill to the instructor. For example, Dan is holding onto the edge of the gutter with his face in the water. Dan Comes up for a breath and then puts his face in the water and blows bubbles. This time Dan turns his head to the left to breathe and continues to blow bubbles. Dan repeats this cycle and then on his last attempt he quickly lifts his head and coughs, he has swallowed some water. (personal communication, October 28, 1996)

This observation is contrasted with the observation of students practicing with others. The skills that were practiced with others tended to be lower order skills such as bobbing in the water or kicking drills. For example, The swim instructor is working with one of the students on learning how to swim the crawl stroke. The other children are sitting on the edge of the pool and as a group are moving their arms the way the swim instructor showed them. They are practicing before they have to enter the water. (personal communication, October 28, 1996)

Discussion

In a grounded theory approach to research, there is the question of the representativeness of the respondents in the study. In the present study, the comparison of student learning occurring while waiting was observed in a university setting. Therefore, the generalizability should be limited to the participating observed in this setting. The size of the sample was relatively small and only lower level swimmers were observed which adds another reason to question the generalizability.

The theory that student learning takes place while students are waiting is supported by past research. Bruner’s Instrumental Conceptualization Theory (1966) supports that notion that students are learning while they are waiting for their turn to work one-to-one with the instructor. When listening to the instructor interact with other students, the student, that is waiting, is using imagery to build a mental picture of what is expected of them when it is their turn to swim. The child is also reflecting on past experiences (such as his or her last attempt at performing the specific skill).

When the student is playing, he or she is either in the action or symbolism stage. When the child is in the action stage he or she is dealing with only one thought and is learning by doing. An example of this is when Jane was dancing and practicing her arm movements in the pool deck. When the child is in the symbolism stage, he or she might have just worked with the swim instructor and had an unsuccessful time at completing the skill Therefore, while they are waiting, they are playing out the alternatives. An example of this could be if Jane had an unsuccessful time at swimming the crawl stroke in a previous lesson, she is now preparing her arm movements for her next attempt.

When the student is watching others, they are in the imagery stage. The student is building mental pictures of what they are watching and then these images become their past experiences. An example is when the students with the language barrier watched Gary in order to understand what skill was expected to be performed. In addition, the students watching the Bloomington swim club swimmers were looking at the swim team’s abilities and possibly making mental pictures of what their strokes are supposed to look like.

Finally, when the students were practicing their skills they were in either the symbolism or action stage. The symbolism stage is when the student develops the ability to look for different options. If the student is practicing, they may develop a new way of accomplishing the skill. In this stage they are considering other alternatives. An example would be if a student was practicing the skill of retrieving an object off the bottom of the pool. When working alone the child can take more time to catch his or her breath or they might try using a breast stroke kick to...
get to the bottom of the pool rather than the flutter kick that the instructor suggested. The action stage occurs when the student practices the skill repetitively and is learning by doing.

A large amount of research has been conducted on how students learn (Bloom, 1956; Bruner, 1966; Piaget, 1952; White, 1975). However, little has been written on how students go about learning while waiting for their one-to-one interaction with the instructor. It is apparent that the swim lesson instructor must use the waiting periods that his or her students have. Perhaps, instructors can maximize the learning process by assigning safe tasks that the children can practice while waiting. The study has revealed that the students are taking an active role in the learning process. However, more research is necessary to determine which student learning behavior is most advantageous to the overall learning process. Once that behavior (playing, listening to the instructor, practicing, or watching) is identified then perhaps the swim instructor could have the students that are waiting participate in the specific activity.

The findings suggest that there are a variety of ways that children learn. However, do the students that use methods of practice excel more than those that use play? Does age, gender, or ability affect skill mastery more than the student learning that takes place while students are waiting? It is clear from the findings that more research is necessary to follow the students that use the identified methods of learning during their waiting periods.

References


This article presents a unique model for the professional practice of therapeutic recreation. The model emphasizes comprehensive treatment through the medium of creative recreation, including music, art, and dance. The focus is on the individual's experience of illness and wellness, rather than their condition. The model highlights the importance of therapeutic recreation in enhancing the quality of life for individuals dealing with illness or wellness issues. It also stresses the need for practitioners to have a deep understanding of the human experience and the role of creativity in healing.

**Key Words:** Comprehensive treatment, creativity, human experience, healing, therapeutic recreation.
Predicatibility often is a sign of severe pathology. Sodomen with brain injuries, for instance, can be easily manipulated because of their predictable responses to certain stimuli. Both in the clinic and in the court of law, it is an invaluable tool for the assessment of patients' abilities and for the shaping of their behavior. It is also used to control populations by means that are efficient, rapid, and cost-effective. In the most advanced societies, these methods are already being employed to maintain order and discipline. The use of predicatibility is therefore a major issue in the context of social control and the authoritarian state. (Malivois, 1989.)

Authenticity

The more genuine and compatible the therapist, the greater is the likelihood that there will be a change in the client. The reciprocal process of empathy occurs when both the therapist and client are willing to display readiness to the relationship. As a consequence, a meaningful encounter in which both client and therapist learn and develop can ensue. (Rogers & Stevens, 1967.)

Empathy

The empathic therapist is adaptive; however, he or she is not perfect or free from error. The empathic recreation therapist is sensitive to the client's needs and can adjust to different situations. (Rogers, 1977.) Empathy, as a by-product of this awareness, is not an end in itself but a means to an end. (Rogers, 1961.)

Individuals who perceive that they do not belong often reinforce a lack of belongingness. (Rogers, 1977.) Development of a sense of belongingness requires self-acceptance and a sense of adequacy. (Smith, 1963.) It is important that individuals feel that they are accepted for what they are, not for what they can become. (Rogers, 1977.)
ECCENTRIC HUMANISM

Edicelism involves parallel processes, self-complexity issues, ecological influences, and a number of potentially invaluable techniques, strategies, and perspectives.

PARALLEL PROCESSES

Edicelism function within parallel processes. The parallel structure of modeling provides a systematic means for conceptualizing the integral influences of the brain and the body, as well as their interactions over the life cycle.

Parallel processes result from physiological changes in the brain and nervous system. A dichotomy of right and left brain activity has been identified in parallel processes. These changes involve bilateral interactions in the brain, and parallel processes may be activated through environmental factors or stress response mechanisms. Adaptive modifications involve bilateral alterations in simple activity, and parallel processes often provide comparable conditioned responses (Greenough & Anderson, 1991).

Environmental changes can alter the cortical and subcortical structures in the brain, such as branching (Greenough & Anderson, 1991). This provides evidence of complex, parallel interactions in morphological, cognitive, and behavioral behaviors, as well as a direct path to anger and impulsive behavior.

The pain system is divided into rapidly-conducting fibers that inform an individual of the location and quality of harmful stimuli, while a slowly conducted fibers provide an emotional dimension (Leventhal, Brown & Enaglio, 1987). Study of acupuncture and related techniques has shown this relationship to pain, as well as the role of affective reactions in the perception and expression of pain. Emotional reactions play a critical role in the perception of pain, and stress can increase the perception of pain.

A pragmatic rationale promotes the role of the receiver model in this context. The receiver model acknowledges the organism's role in the process of perception, and emphasizes the individual's ability to influence and shape the perception of pain. This model recognizes the importance of individual differences and the role of psychological factors in the experience of pain.

Emotional homogeneity across different professionals has been highlighted in the literature. This suggests that the integration of various techniques and perspectives (O'Brien, 1987) is essential in the treatment of pain.
Self-complexity

A model of self-complexity within an eclectic approach represents self-knowledge in terms of the dynamic interaction of multiple factors. It focuses on the number of cognitive self-aspects and maintaining greater distinctions among these aspects. Vulnerability to stress-related illness and mental health problems can result from self-aspects that are not well integrated. Maladaptive coping strategies, such as avoidance of stress, can also contribute to self-complexity. Vulnerability to stress appears to be affected by the maintenance of distinct mental health systems (Lazarus, 1987). For example, a woman can experience stress in her relationship through divorce or death of a loved one, but only if she is not able to maintain distinct mental health systems. This is an important finding because it highlights the role of self-complexity in the negative consequences of stress.
responsive and empathic course for serving the treatment needs of many individuals. Provision for human needs must employ a variety of approaches and strategies as heterogeneous as the individuals whom they intend to benefit. Therapeutic needs can be addressed through supportive services, recreation and leisure programs, counseling and therapeutic interventions, and/or evolving interpersonal relationships.

Because no treatment model is sufficiently integrated and universally effective, eclecticism appears to be most acceptable in order to satisfy a wide range of needs. An eclectic, problem-oriented strategy derives coherence from respect for its judicious speculation and from evidence of its effectiveness (O'Hare, 1991).

Humanistic models often are represented by a concentric spiral that relates the synthesis of client variables, the problem, and the environment of the client rather than by a limited, simplistic linear model. Linear models are unable to gauge the synergistic values of human nature and behavior. The spiral process of eclectic humanism cyclically repeats itself as the client's situation changes during treatment or intervention. An eclectic agenda assumes that assessment, intervention, and evaluation are parallel, as well as cyclical in nature (Brill & Taller, 1990; Cooper, 1987). A spiral model representative of eclectic humanism is symbolized in Figure 1. Spiral models are more expressive than conventional linear configurations. The dynamic, flexible nature of the interaction between the client and the recreation therapist is emphasized. Selection of a therapeutic approach should be associated with specific internal and external factors that are most related to a client's problems (Beutler & Consoli, 1992; Cooper, 1987).

Implications for Therapeutic Recreation

An eclectic approach to therapeutic recreation implies that several theories and interventions are appropriate for use in therapeutic recreation programs. Crisis and task-centered theories imply supportive and educational interventions in order to enhance interpersonal skills. Biopsychosocial theories suggest reflecting upon the past, maintaining relationships, and involving significant others. Ecological theories emphasize mutual relationships and problem solving. Cognitive theo

Figure 1. Implications for Therapeutic Recreation
In school and leisure/recreation activities, however, destructive consumption, such as alcohol and drug use, is often encouraged. Counseling strategies, such as traditional, growth-oriented training and to address these needs through counseling interventions.

Counseling interventions utilize the client's world and consider the therapist as a total person. Behavioral modification theories apply positive reinforcement. Cognitive-behavioral methods may appear ideologically with the inability for implementation in clinical or critical situations. The reality is that the nature of an ever-changing, changing situation, however, determines the efficacy of such strategies. The skills of client-centered therapy may be applied in the daily practice of therapeutic recreation. Counseling approaches, combined with appropriate counseling interventions can assist clients in helping to achieve their goals.
Certain individuals have the ability to cope with distress, while others have difficulty and require assistance. Those persons who successfully cope with hardships often utilize adaptive methods similar to previously utilized techniques. However, many others discover that typical coping skills are not effective.

Later life is heavily contingent upon current practices, and wellness routines can assist in preservation of greater control over threatening conditions. Individuals must be empowered in order to define a life course that is most appropriate presently and in the future. A sense of control is essential.

Old age is not a disaster. It is a triumph over disappointment, failure, loss, and illness. I always know that if one of the things that I've initiated falters and fails, it won't be the end. I'll find a way to learn from it and begin again..... I want to do something outrageous every day (Kuhn, 1991, p. 214).

Aging is not a disease or disorder to be "treated" by those committed only to a medical model of intervention. Thus, current policies and programs are inadequate for meeting the needs of elderly persons because they present limited choices. It is imperative to provide individuals with the skills necessary for coping with change. Coping strategies should assist persons in managing the uncomfortable feelings that often accompany change. Closer evaluation of one's lifestyle may function as a catalyst for promotion of a life less driven by the restricted goals of prejudicial thinking. Evaluation and appreciation of self and others must occur independently of age. Viewing the elder years as a time for continued growth and fulfillment can endow society with an indispensable resource.

Psychoneuroimmunologic Strategies
Recent research in psychoneuroimmunology has indicated the profound influence that mental processes have upon an individual's immune functioning. Parallel connections among the psychological, neurological, endocrine, and immune systems operate in cause-effect relationships. Psychoneuroimmunology pursues greater understanding of the relationships between mental attitudes, psychosocial treatments, and survival rates of persons who suffer with various chronic and incurable disorders, for example, cancer and acquired immune deficiency syndrome. The practice of therapeutic recreation therefore can be enhanced through effective treatment of psychoneuroimmunologic disorders (Jemmott, 1985).

Holistic treatment approaches are designed for each patient's idiosyncratic characteristics and emphasize individual responsibility for health. The promotion of these therapeutic approaches assists mobilization of the patient's capacities for self-healing. Healing signifies physical recovery, as well as inner harmony and unconditional exercise of personal potential. The most rudimentary methods of psychosocial treatment include relaxation and mental imagery, education concerning the progress and treatment of specific disorders, promotion of healthy functional lifestyle characteristics, and active participation in decisions concerning one's own body (Titzmar & Chandran, 1992).

According to Zimpher (1992), recovery is augmented when one secures dynamic and assured support from significant others. Self-healing is conceivable when one is empowered. Mastery or a sense of control in situations that seem out of control should be fostered. Repetition of imagery also is integral to promote body functioning in accord with intention to recover. Various forms of meditation may be used to reduce perceived stress and to enhance awareness of control and inner peace.

One must be compelled to live and to enjoy a day at a time instead of delaying gratification. Achievement of symmetry between duty and play is critical. A balanced lifestyle invokes leisure, play, and humor; achievement and responsibility are not the only principles that direct competent living. If the future is uncertain, be sure that the present is satisfying; "eat dessert first!" (Zimpher, 1992, p.207).

Summary and Conclusions
Rogers (1980) emphasized the importance of setting theory aside and yielding to the emergence of the individual. Erickson (1982)
regarded theory as restrictive, and therefore, entrapment of both client and therapist may result. Most individuals retain unique issues and concerns that must be expediently confronted in a compassionate and ethical manner. The needs of many persons may be addressed by supportive services and leisure/recreation programs, as well as through counseling and therapeutic intervention.

Humanistic approach encourage and promote individuality, self-esteem, genuine attitudes and behaviors, empathic understanding, adaptation, flexibility, and creativity. Eclectic strategies extend opportunities for the accommodation of individual concerns through therapeutic efficacy, recreation and leisure, interpersonal relationships, and supportive climates. Methods and techniques for the provision of services are contingent upon assessment of need.

The client-therapist relationship must center on authenticity, empathic interaction. Choices must be afforded to all persons in order to realistically consider their preferences, abilities, and capacities as adults, adolescents, or children. Therefore, future research should focus upon adaptation of the eclectic humanism model in leisure as well as related work environments, on respect and inclusion for the individual no matter the circumstances, and strategies for enhancing personal responsibility. Incorporation and evolution of eclectic and humanistic principles within the institutions of society must be encouraged. If individual and group behaviors are products of perception, the limits of human potential are restricted only by the fertility, breadth, and realization of meaning embraced by these perceptions.

References


