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ABSTRACT

Contained in this conference report are 22 selected papers presented at a symposium of leisure and recreation professionals. Titles and authors are: (1) "Ethics in Recreation and Leisure Services" (S. Harold Smith); (2) "Growing Opportunities: The Aging Population Market" (Nila M. Ipson); (3) "The Myth of Comfort" (Daniel L. Dustin); (4) "Golf as Recreation" (Gaylan A. Rasmussen); (5) "Using Computer Assisted Instruction in Leisure Education" (Steve Gray); (6) "Improving Recreation Leaders through Effective Management and Supervisory Techniques" (Terry A. Ru_ _rt); (7) "Wilderness Access: Right or Privilege?" (Donald W. Peterson); (8) "An Experimental Study of Parent/Teacher Partnership Utilizing Homework and the 'Leisure Time' of Students and Parents" (Alan Maynes and Burton K. Olsen); (9) "Stress Management Concepts for Recreation Education" (Ted Coleman); (10) "China: A Study of Its Country and Leisure--Part of Pacific Rim Country Commitment to Advanced Study of Leisure" (Larry L. Neal); (11) "Utah State Parks--A Legacy Lost?" (John A. Knudson, Jr. and L. Dale Cruse); (12) "Characteristics of Peak Experiences Attainable in Outdoor Settings" (Larry Beck); (13) "Leisure and the Changing Family" (Benjamin deHoyes); (14) "Child Growth and Development through Play" (William C. Vance); (15) "Creating a Rural Library: The Manzanite Case Study" (Mike Vander Griend); (16) "Leisure, Laughter, and Life--Enhancing Integrity, Balance, and Perspective" (Andrea Philips); (17) "Corporate/Non-Profit Partnerships: Special Olympics Case Studies" (Howard R. Gray); (18) "The Statewide Study of Utah's Public Aquatic Administration Practices" (Craig W. Kelsey); (19) "Year Round School/Year Round Recreation" (Glen C. Parker); (20) "Utah's Recreation Levy--A Hocus Pocus?" (Burton K. Olsen); (21) "Family Rec. for Family Wrecks" (Dennis A. Nelson); and (22) "Aquatic Innovation: Introducing the Inverted-Scissor Backstroke" (James M. Stephan). (CB)

PREFACE

With the completion of the 1987 Intermountain Leisure Symposium (ILS) and the publishing of these proceedings, the Symposium has come full circle. In November, 1980, the first ILS was held at the University of Utah. Since that beginning eight years ago each of the major universities in Utah have hosted the Symposium for two years, finishing this year with Weber State College.

Each year there have been new, innovative ideas and completed research abstracts presented which have been of vital interest to all concerned. This year is no different. I am proud to report that this Eighth Annual Symposium Proceedings includes (22) selected articles. These include professional perspectives on topics related to practical innovative programs as well as innovative research projects and philosophical issues.

The 1987 Intermountain Leisure Symposium was sponsored and hosted by Weber State College under the chairmanship of Dr. Gary Willden. Co-sponsors for the ILS include: Utah Recreation and Park Association, The University of Utah, Brigham Young University, Utah State University. The Symposium would like to recognize the following institutions for their support of this years ILS: San Diego State University, University of California at Sacramento, University of Oregon, Central Washington University, University of California at San Diego. Michigan State University, and Dalhousie University-Halifax, Nova Scotia.

I would like to express professional appreciation to those who submitted articles to the proceedings and for your participation in the Symposium. The purpose and mission of the Intermountain Leisure Symposium i.e., TO ENHANCE PROFESSIONAL GROWTH AND AWARENESS IN LEISURE, PARKS AND RECREATION IN OUR INTERMOUNTAIN AREA is exemplified in these proceedings.

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ETHICS IN RECREATION AND LEISURE SERVICES

S. Harold Smith, Ph.D.
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The May 25, 1987 issue of Time is devoted to the question "What Ever Happened to Ethics?" It basically portrays a dismal picture of scandal and corruption in our Federal Government. The situation has not appeared to get any better evidenced by the recent withdrawal of several presidential hopefuls because of ethical issues, i.e. immorality, dishonesty and plagiarism. Allen Bloom in his recent book "The Closing of the American Mind" proposes that this lack of ethical behavior is a society wide pro lem in the United States today and attributes the cause to families no longer teaching strong moral and ethical values in the home. So great is the problem says Bloom, that it is extremely difficult to teach of the great philosophers and explain of the great human tragedies because todays student does not relate to moral and ethical questions. As an example, Bloom states that an often asked question among many of todays students of Shakespeare is, "Why didn't Romeo and Juliet just live together?"

Although some may question whether this problematic attitude prevails in Recreation and Leisure Services, to me it is obvious. So obvious, in fact, that at times I am amazed by the apathy that is shown by many of my professional colleagues. In the time I have allotted it is impossible to discuss in detail the wide array of ethical concerns that I feel confront us. Briefly, however, before I address two specific areas of concern, I would like to share a few examples of recent happenings that I feel have tremendous ethical implication to our field. Please understand that I review these situations only in support of the wide spread concern that I feel. (Each of these have occurred within the last year.)

1. The Director of a large municipal park and recreation agency is fired when found guilty of sexual improprieties in a restroom in one of his city parks.

2. The high level administrators in another major city municipal recreation and leisure services agency dismissed because of alcohol and substance abuse.

3. A recent sports medicine conference reports that steroid use is reaching down as far as 10-11 year olds. Also that the number of long-term, serious athletic injuries are rapidly increasing in children under the age of 12.

4. The police department in a major northwest city has asked the city council to ban rock concerns in the city's dome because of the hazard they are to life and limb. At least four people have been killed at recent concerts at the facility.

5. The Oregon Shakespearean Festival is, this year, asking out of state people to stay away because of the crowd control problems they faced last year.

6. The Tacoma Metropolitan Park District banned the use of all alcoholic beverages in their parks and at all athletic tournaments.

Each of these situations do indeed have interesting ethical considerations.

Now in the remaining time let me briefly address the two major considerations that to me have a tremendous ethical implication to us in Recreation and Leisure Services. First, this country and our society was built upon a foundation of strong Judeo-Christian values. It bothers me a great deal when these basic values are threatened because the strength of both our country and our society has long depended on adherence to these values. In my opinion, we in Recreation and Leisure Services hold a great responsibility in seeing that these values are upheld, relied upon and perpetuated. To me the general overall mission statement of Recreation and Leisure Services of "improving the quality of life" is both supportive of and solidified through these same values. These basic values must be continued for us to be able to have unit of purpose in our programs and more importantly because it is through these values that the right for human existence and human dignity are maintained.

Second, we must carefully assess and reassess the role that we allow outside influences to play in the determining the success of the leisure experience. As one primary example, I have been greatly troubled throughout my professional career with the great inconsistency between striving for "quality of life" and the use of alcohol. I'm sure that I have even discussed this with some of you at some time or other in the past. To me, we have been successfully bombarded by the advertising of the alcohol industry into believing that alcohol is a necessary and important ingredient in the successful recreation and leisure experience. If we are to believe the beer commercials, it would be impossible to run a race, ride our horse, or even catch a fish without having a beer. How misleading can they be. Indeed, how mislead are we! As one looks at the gruesome statistics related to alcohol abuse and the related loss of life, pride and reputation, I am amazed that we cannot, or will not, see the forest for the trees. I fear that we are exactly like the physician who advises his client to "stop smoking or pay the consequences" while taking a long draw on his own cigar.

It is a great inconsistency for us to ban alcohol in our parks and on our playgrounds while at the same time having a local beer distributor be the main sponsor for our annual road race or softball tournament. It is an even greater inconsistency for us to use alcohol as the drawing card to many of our social and professional programs. Please do not misunderstand me. What you or anyone else does on your personal time is your business and I would be the last to try and impose my value system during that time. When however, we represent our agency or the profession as a whole we have a responsibility, according to Clarke Heatherington and others, to protect those for whom we represent. To even imply the use of alcohol in Recreation and Leisure Services sponsored activities is to me a human tragedy in its truest sense. We must have the courage to separate our personal habits and attitudes from our professional duties and responsibilities. One short illustration. I teach on a campus where it is estimated that over 30% of the studentbody has an alcohol problem. These are not just consumers, these are people who are having a true problem. My institution pays thousands or dollars each year in both student fees and state funds trying to help these people, yet, every major recreation activity on campus is sponsored by a beer distributor. I cannot understand why we continue to allow ourselves to be so taken in. A second short illustration. Two years ago the state professional society in my state was asked to place a beer wagon in the exhibitor's area of our state convention to sell 50 cent beers to those in attendance. The reasoning for this move was two-fold. One, it was a good fund raiser for the association and second, it would be a good attraction to get people into the exhibit hall to meet with the exhibitors. What kind of message are we giving to our students, the professionals, and the public in general? Fortunately, at least to me, the idea was later dropped.

I realize that the question of ethics is not an easy one. I do know, however, that a positive role model is highly respected and oft times imitated. In a recent graduate class, I asked the students to identify one person who had really influenced their lives. Then I asked them to identify what it was about that person that made them standout. The overwhelming response was "what the person stood for." What is it that we really stand for?

We are at a time in Recreation and Leisure Services when we need to retrench and stand for the good things of life and living. Indeed perhaps we need some Pat Henry's who are willing to stand and say "Give Me Liberty or Give Me Death" and also a few Thomas Jefferson's who are willing to give their "lives, fortune and sacred honor" in the cause. A cause that truly does improve the quality of life for the individual and the quality of the living for our society as a whole.

It is extremely interesting to me that we work in a profession where we have an agreed upon "environmental ethic" that saves the life of trees and wildlife but little agreement on a "human ethic." In my mind we have a great need to establish standards and guidelines as soon as possible. Recognizing this need, I am pleased to announce that the American Association for Leisure and Recreation (AALR) will sponsor the first International Symposium on Leisure and Ethics to be held in Boston, MA in April of 1989. Dr. Gerald Fain, our esteemed colleague from Boston University has consented to sponsor and spearhead this exciting professional experience. Anyone interested in being involved in this symposium is invited to contact Dr. Fain directly:

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The four areas of primary focus for the symposium are:

- Human Development with a focus on moral development across the lifespan.
- Multidisciplinary perspectives on leisure and ethics.
- Moral life of professionals in the fields of leisure sciences and service.
- Political, governmental, and global perspectives on leisure.

Also in an attempt to again focus on the importance of the family, I am pleased to announce that Dr. Dennis Nelson of Utah State University has recently consented to be the chair of the AALR Family Recreation Commission. Hopefully, both of these steps will provide direct impetus in the establishment of a firm ethical code in Recreation and Leisure.

You know....as I think about it, maybe J.B. Nash really did know what he was talking about after all.

THANK YOU!!

GROWING OPPORTUNITIES: THE AGING POPULATION MARKET

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Abstract

The aging population of the future can no longer be classified into one general category and uniformly stereotyped as being doddering, frail and deprived individuals. They must be recognized to exist as several separate and distinct cohorts, with varying needs and expectations. The increasing growth of the mature population in today's society and that of tomorrow will demand more active and diversified leisure opportunities. To adequately meet these variety of needs, leisure providers will need to develop an understanding of and appreciation for these life cycle stages.

Introduction

This paper is a summary of an exploratory review of the literature dealing with the phenomenon of population aging, the importance of understanding cohort groupings, and the implications for future marketing and delivery of leisure services to seniors and middle age cohorts.

The literature (Carpenter, 1987; Osgood, 1987; Wernick, 1987) indicates that the population segment that has received the least amount of public and research attention has been that of the middle aged, and those who are soon approaching, or have recently retired from their life time career involvements. Considerable attention has been given of recent years to the older age group senior citizens, those who are more the recipients of social and medical services. Since leisure programmers and service providers have not had much information or experience to draw on when studying or programming leisure for the middle aged and "young old" age groups; they have, therefore, made traditional assumptions about the older populations of society. Less is known about their needs and concerns, or even the potential opportunities that exist with this increasing market segment of the population.

Population Aging

The concept of population aging, according to Clark and Spengler (1980) is represented by an increase in the relative number of older persons in a population; and it is also reflected in the associated increase in the median age of the population.

In 1900, one out of every 25 Americans was 65 years or older. In 1980, it was one in nine, and by 2030, it is estimated that one of every five Americans will be at least 65 years old (Christiansen, 1986). Christiansen further points out that in 1984, an insurance company's statistical study showed that persons reaching age 65 have an average life expectancy of an additional 16.8 years (18.7 for females and 14.5 years for males).

Colston (1986) explains that the phenomenon of population aging can be attributed to such factors as: Changing birth patterns and mortality rates, control of infectious diseases, expanding medical technology and changing lifestyles. These have resulted in the fact that the 65 years and older age group increases in the population by an estimated 1,000 per day.

Today's aging population, however, is not comprised of just those 65 years or over. Individuals between the ages of 35 to 65 years are becoming the major force which is driving the market economy. Many are still working but are experiencing greater opportunities for leisure pursuits, and others are opting for early retirement. They must all then be recognized as viable recipients of programs and services, with differing needs and concerns.

When the statistics are tabulated to include all persons over 45 years, it now shows that this age group constitutes over half of the U.S. population. Of interest also are the figures which indicate that although those between 50 and 65 years of age make up only 14 percent of our population at present, they nevertheless possess 32 percent of the nations disposable income. A greater disposable income than any other age group (Christiansen, 1986).

The economics of population aging is essentially a new concept for market economists in general, as well as for other social science professionals and service providers (Clark & Spengler, 1980). This concept has particular interest to those who do programming and service delivery for revenue generation. Here then is a new target market that warrants greater consideration.

Given the fact then that the "mature" market segment of the aging population, roughly spans an age range from 45 to 85+ years, it is obvious that this large market segment covers a broad range of diverse and specialized needs and interests; and they will continue to have a major impact on our society. The political and economic position of this age group alone, give them special importance.

In all aspects of society, leisure and recreational services included, emphasis has traditionally catered to the current interest and activities of the younger generations of the population. The aging "graying" Americans are an increasing diverse population of both working and retired persons. They have distinct needs from those of other age groups, and are demanding recognition in the market place. Their needs and interests are not the same as those of the younger generations and can, therefore, not be dealt with in like manner.

Facts and Fallacies on Aging

<u>The Traditional View</u>. The traditional view of the aging in America has held that the elderly are: Declining in health, suffer from disease or disabling conditions, and are financially deprived. Politicians and the news media have done much to paint a depressing picture of the "seniors," based on but a very small percentage of the overall population. The truth is that until recently we have known very little about this silent majority of older Americans and little has been done to even try to find out who

they really are (Rubushka & Jacobs, 1980). The economic and health plight of the "elderly" and "frail elderly" has long been the bench mark for evaluating needs and making value assessments about all older citizens of our society.

The Alternative View. Today's senior citizens (mostly referred to as those over 65) do have some activity limitations, but are for the most part much healthier than their previous counterparts. The value of their assets have tripled in recent years, and special government funded health care programs have resulted in greater financial security for most of today's seniors (Robushka & Jacobs, 1980).

The more recent literature demonstrates that the majority of today's senior citizens, on the average, are no worse off than the rest of the population. According to Compton (1884), the proportion of seniors (over 65) considered to have incomes below the poverty line, dropped between 1959 and 1977 from 35.2 percent to 14 percent.

Today's seniors are, in fact, healthier, more active, make greater use of their leisure time, engage in more varied activities than ever before, and have an even greater amount of disposable income (USA Today, April, 1987). This gives greater insight into the importance of knowing and understanding how to best reach this growing target market.

Cohort Classifications of the Aging Population

The problem of the fallacies surrounding the traditional view of the elderly is the fact that we have not made adequate distinctions regarding their abilities and concerns. Just as we would not program or market products or leisure services in the same manner for children, youth or young adults, we should not lump the senior citizen population all into one grouping. We must realize that each cohort is in a distinctly different life stage. Trupp (1985) has provided some identifying labels for classifying the aging population, and by adding some descriptors in the following ways, a greater expanded understanding of each group is possible.

The "Jet-Setters". The "jet-setters" are the middle aged adult market, roughly classified as being between 30 and 55 years of age, and still heavily involved in career and/or parental roles. Their life styles are diverse and demanding. They nevertheless also have special needs and interests which can again best be served if they are recognized as two separate age cohorts ranging from 35 to 44, and then those from 44 to 54. By so classifying the age groups, a better understanding of their requirements are possible.

The "Go-Getters". The "go-getters" are those who may be retired or semi-retired and are generally between the ages of 55 and 65. This cohort may include "empty nesters" as young as the 40's. Those in the postparental state of the life cycle. They include couples as well as singles and individuals who are physically very active. They not only think young, but look and act young. They seek living accommodations as well as recreational amenities that offer a vital lifestyle. This group is often said to be trying to recapture their youth or experience opportunities not afforded to them in their younger years.

The "Good-Lifers". The "good-lifers" are those who are retired, between the ages of 55 and 70 (a greater percentage are in the upper 60's and 70's). They enjoy the good life, but at a slower pace. Many are married couples, but an increasing percentage are single due to death, divorce, or having never married. They may be less into heavy physical activity and more into entertainment, light recreation, hobbies, travel, etc. Don't forget that these people are still young at heart. They still feel the spark of romance. They want to enjoy romance and will seek opportunities which will allow them to do so. This age group experienced both World War II and the Great Depression. They are, therefore, more conservative and concerned with their money, and expect qaulity for the dollar value.

The "Easy-does-iters". The "easy-does-it" group are those who are past age 65. The majority are in their 70's and 80's and have definitely slowed down. They may be in good health, but with some limitations that accompany aging, such as poorer vision, some loss of hearing, arthrities, etc. Some may be physically impaired and confined to a wheelchair or in need of specialized medical care, but are capable of, and even insistent upon, living independently and still desire to enjoy life. They, too, are protective of their money, but are willing to pay to get quality in service and products. These older seniors have not readily bought into the concept of buying on time. They are more apt to pay cash in full for their purchases. They will shop for quality and durability.

The "Sun-Setters". The "Sun Setters", also often referred to as the "frail elderly", are generally considered to be those in their 80's, 90's and even 100's. A greater percentage are less likely to still be in their own homes, but rather in community living homes or long term care facilities. They are less able to care for their basic daily maintenance, and are in need of more physical, medical and social services and care. Financially they are not as well off because inflation has depleted their life's savings, and they are sustained mainly from Social Security. They nevertheless still have leisure needs; and enjoy getting out, entertainment type of activities and social contacts.

Implications

For the most part, the business world, as well as the leisure service industry, have targeted their products and services to the younger, active market; while the "older mature" buyers and users have been seemingly neglected. Success in the future for leisure providers will depend on how well the professionals in the leisure industry know and understand this ever growing population segment. The successful programmers and marketing agents will want to "romance" this aging population by being more sensitive to their needs, impairments, and expectations. Each of the various cohorts have different needs and desires, but it must also be realized that as each cohort advances into the next life cycle stage it will never be the same as it was for the previous cohort when they passed through that particular stage in life. This makes the challenge of serving these individuals even more difficult.

Special Considerations

The challenge comes then in determining acceptable programs and services for each separate age group that will provide meaning and satisfaction. Special programs which allow for workouts with less stress on weaker, feeble or arthritic limbs are necessary.

Activities that will accommodate greater socialization; those that allow seniors to get together, meet new people, share their life experiences and reminisce and review life's activities are desired. Programs where they can share their talents or learn new skills are helpful for those who are retired in overcoming feelings associated with no longer being productively occupied. This is another important consideration. For the "go-getters" more emphasis on the lifetime sport activities is required. Instructional programs on leisure planning, activity experimenting, and equipment purchasing are needs and expectations that this aging population have.

Normal expectations in facility design must include such things as hand rails, non-slip tile in corridors, steps, and changing rooms. Incandescent lighting (brighter, but softer) for those with failing eyesight, softer more appropriate background music, self-opening doors, wider door frames to accommodate wheelchairs, places for wheelchairs at restaurants and theaters, etc. Plants, furnishings and accessories that are more appropriate and in tune with the era and liking of the senior population.

Summary

The "good life" as it is portrayed in the American dream, is the vision of one having an abundance of time, money and resources to participate in a variety of leisure activities and pursuits. The only proportion of the population who have ready access to these three requirements are those who are retired or approaching retirement.

Healthier lifestyles will give tomorrow's middle aged and older persons not just a longer life, but a more comfortable and enjoyable one. "Prime lifers" seem very confident and optimistic about their retirement futures. Not only do they have the greatest amount of time, they also have a high level of discretionary income to invest in retirement opportunities. How this new target market will best be serviced is a concern of the future.

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THE MYTH OF COMFORT

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Abstract

This paper takes issue with the notion that park and recreation professionals ought to be committed to the ideal of always providing safe recreation opportunities. It challenges the concept of comfort as a desirable end state for human beings and makes a case for struggle as the essence of living. The paper concludes by imploring the reader to rethink our professional mission.

Recently, I was invited to debate the idea of no-rescue wilderness with several search and rescue professionals. I shuddered. After all, until now my writing about the idea of no-rescue wilderness had been just that--writing. But now there would be people present who put their lives on the line for others. Would they find me contemptible for what I had to say? Would they want to clean my clock? I fought off the urge to take out some insurance.

Instead, I went looking for another kind of help. I travelled to New England. Maybe if I walked in the footsteps of Thoreau I would somehow sense what needed to be said. Just as the cold is transmitted through the soles of one's feet to chill the entire body, perhaps the law of conduction would channel the essence of Thoreau up from the soil to inspire my entire being. It was worth a try. Unfortunately, it didn't work. The only thing to wind its way upward through the soles of my feet was the heat of an unusually warm New England day.

Disappointed in my footgear, I headed back to San Diego. On the way, however, the Boeing 767 touched down briefly in St. Louis, Missouri. It was 103 degrees outside. The steward offered his condolences to those de-planing, and then turned his attention to the remaining San Diego bound passengers nestled snugly in the air-conditioned seats. Our dinner choices would be chicken, beef, or shrimp Creole. Fancying myself as a risk-taker, I opted for the last one. Then, as we winged our way westward, I thought of Joseph Sax and how just as the automobile insulates people from really experiencing the national parks so did this new jet insulate me from really experiencing a 103 degree day in St. Louis, Missouri. I chuckled smuggly to myself as I bit into the shrimp.

Yech! The rubbery excuse for seafood jolted me. Then, deja vu. Something out of the past, something I'd read. What was it? Something about a man biting into what was supposed to be a sausage only to find it filled with fish. What was it that he had said of his experience? Something like, "it gave me the feeling that I'd bitten into the modern world and discovered what it is really made of. . .everything slick and streamlined, everything made out of something else." And that, in turn, reminded me of a piece I had just read in Newsweek. By next year, "visitors to the Grand Canyon will not even need to venture into the park to 'experience' its splendors. At a $5 million complex going up less than a mile from the park boundary, they can view a 30-minute film of the canyon's four seasons in a 100-foot-high theater. Next door, 32 tourists at a time can brave a five-minute simulated raft ride through four feet of artificially swooshed waters, riding rafts just like the ones real river runners use. 'We'll show visitors what they can't see by standing on the rim and looking in,' says. . .a spokesman for FORMA Properties, which is planning similar thrill centers outside Yosemite and Yellowstone." What was that book, anyway? And who wrote it? Then it hit me! I remembered. The book was called Coming Up For Air. And the author--and, just as suddenly, I knew exactly what needed to be said.

You see, in 1949 that same British author penned another work of fiction in which he predicted the failure of a society characterized by warmth, comfort, and the absence of strain. That society failed because however appetizing on the surface, once bitten into it was inherently distasteful to a human being. The author, of course, was George Orwell. And the book was 1984.

No, I am not going to suggest that the kind of life portrayed in Orwell's fiction mirrors the world we live in today(tempting as it is). But I do wish to direct your attention briefly to one of the principal themes of Orwell's book--the myth of comfort.

It was Orwell's contention that while human beings pursue comfort in the name of pleasure, having attained it for any length of time they actually find it painful. Guy Murchie underscores this point in his book The Seven Mysteries Of Life when he adds, "of course there must be millions of people, particularly in Earth's more materialistic and complacent societies, who reject the need for. . .any kind of serious struggle in life. . .Many of them no doubt would love. . .conscious life to be really just a bed of roses--roses without thorns of course--and they imagine they would be happy to loll in thornless roses forever if they actually got the chance. But any sensible person could tell you that. . .it is certain(assuming they possessed a streak of humanity) that the lolling would get so deadly dull within a week that they would yearn for something to break the monotony: anything, even if it hurt."

That which makes life interesting to human beings are the contrasts, the conflicts encountered. That which makes life challenging to human beings are the problems to be solved. That which makes life enjoyable to human beings are the struggles after all. Remove the contrasts and conflicts, remove the problems--indeed--remove the struggles, and you remove the sources of life's interest, challenge, and joy. You find comfort turned into discomfort. You find pleasure turned into pain.

Murchie tells us that, ". . .the human soul thrives on a challenge or a problem and, once it is stretched by struggling with any sort of adversity, it can never shrink all the way back to its original dimensions. And so it grows bigger." Eliminate the adversity, eliminate the risk, and while in the name of comfort you may save the body, you sacrifice the soul. George Orwell understood this. It is no accident, then, that "the worst punishment in 1984 is to be compelled to live."

Those among you who are committed to comfort, those of you who are committed to the belief that the only good recreation is safe recreation, those of you who are committed to protecting recreationists from themselves, must therefore consider the possibility that you are impeding the growth of the human spirit. You must consider the possibility that you are doing a disservice to humanity--however good your intentions.

Moreover, I urge you to reconsider what seems to be the corrupt nature of the ideal of comfort itself. Orwell has illustrated dramatically for us how uncomfortable a comfortable society can be. Life, it seems, is more characteristically governed by what Murchie calls the

"Polarity Principle." I know of no better expression of this principle than the thoughts of Willi Unsoeld and Tom Hornbein on the summit of Mt. Everest. Having reached the pinnacle, having conquered the mountain, "Willi and Tom did not try to talk. They were full of understanding beyond understanding. They turned off the oxygen and stood looking down on the world. Within the beauty of the moment they felt loneliness. Within the roar of the wind they felt silence. Within the glory they felt fear, not for their lives, but for the unknowns that weighed down on them. Within the triumph, they felt disappointment that this, only this, was Everest, the summit of their dreams. They knew that there were higher summits still if they could only see them." Just as the answer to every question includes a new question, just as the solution to every problem includes a new problem, just as the conquest of every mountain includes a new mountain to be climbed, so must park and recreation professionals realize that the safeguarding of recreationists includes new dangers, while allowing them to experience danger includes new life.

What, then, do I want? I want the park and recreation profession to reassess its commitment to the goal of providing a system of safe recreation opportunities. I want the park and recreation profession to work proactively to expand opportunities for choice. I want the park and recreation profession to promote independent functioning in the citizens we serve. Finally, to that end, I want the park and recreation profession to sanction the right to risk in wilderness in its ultimate sense. I want these things not in the name of comfort, which is a myth, but in the name of struggle, which is the stuff of life itself.

Fortunately, we do not live in an Orwellian society. On the contrary, if you put much stock in Megatrends, our culture is moving in the opposite direction--from institutional help to self help, from representative democracy to participatory democracy, from either/or options to multiple options. Are we, as a profession, to be dragged along reluctantly in this current of societal change? Or are we to lead the way?

If, as Naisbitt argues, Americans are beginning to disengage from their institutional dependencies and are relearning the ability to grow on their own, then I believe the park and recreation profession has an obligation to provide them with the room. We cannot guarantee human growth. That is a matter of individual responsibility. But we can guarantee the environment to nourish it. And if we are to extend true freedom to the citizens we serve, we must respect their right to succeed and to fail. Such freedom is indeed a risky proposition. But I, for one, would not have it any other way.

GOLF AS RECREATION[1]

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Abstract

When a golf course is built on marginal land it becomes economically productive; when built in connection with housing adjacent property values increase; when planted as an arboretum specimen plant material can be observed. Walking for pleasure is still one of the most popular forms of recreation and still Mark Twain said, "Golf is a good walk - spoiled."[2]

History as an Introduction

The golf equipment has changed as much as the golf course itself. The ball started as the featherie. The ball was made by stuffing the goose feathers, measured in a top hat dry, and after they had been watered down stuffed into a hand sewn leather sphere. As the leather dried the ball became hard. Sometimes it was chalked to make it more visible. The featherie was replaced with the 'gutty' in 1848. Many marble statues were shipped from India in a gum like substance called gutta-percha. The substance dried hard and smooth. The erratic flight was corrected as the ball was nicked by the club after much use. This led to patterning the ball with a hammer and chisel before the ball was ever used. In 1901 the Haskell ball was conceived in Cleveland, Ohio. A small rubber compound was wound with a yarn that was under tension and then covered with gutta-percha. Today we not only have a model of this type covered with a balata skin but also the solid core ball.

The golf club has an ancestry that included progenitors that resembled the croquet mallet. The 'chloe' irons could be used as both a long distance iron when striking the ball with the side or as a lofting iron when hitting the ball with the end. In either case the handles were of wood and longer than the present day clubs. The long shafts with the narrow heads must have forced the players to develop a long flat swing. Names usually identified the clubs and would later be replaced with numbers. The woods were called the driver, spoon, brassie and the baffy. Irons were called the cleek, mashie, niblic and putter.

The peg tee was invented in the 1920's by a dentist in the United States. Before the teeing ground was identified with a box of sand where a 'pinch' of sand was used as the tee.

Accepting the premise that Scotland is the birthplace of golf, the game was played on the 'links' of sand or sand bars. Often it was played on pasture lands or on grazing lands. The wind was the major factor affecting the game. However, the knee deep heather and grasses also played havoc. Roman Legionnaires bivouacking along England's coast would hit pebbles with bent sticks. Later, after retreating to Scotland for safety, the game was taught to the natives with the use of a ball. Legend places this as one of the first golf games played. History does not place as much importance on the design of the course as it does the equipment used.

The earliest records show that Edinburgh had a course in 1744. St. Andrews course was developed in 1754. The Royal Blackheath Golf Club in London (seven holes) was built in 1608. It is evident that the organized course was developed after this type of open field recreation was played.

King James II of Scotland decreed in 1457 the "fute-ball and golfe be utterly cryed down (cryit dune), and not be used." They interfered with the archery practice which was their defense for the realm.[3] King James II was the creator of the first international match between England and Scotland. In order to discount the two Englishmen's claim that England not Scotland was the birthplace of golf, King James II set up the match to settle the dispute. The Englishmen were trounced; Scotland claimed the right to the title 'Home of Golf.'[4]

History records the change in golf as the game came to America in the 1800's. The St. Louis Globe-Democrat of February 1889 carried the following version of Scottish golf.

> "...a popular Scottish pastime which affords lots of excitement. No dudes can play it because brawn and vigor are essential qualities. The players have servants and sometimes run many miles--spectators are in the way."
>
> "To play golf properly we need a very large expanse of uncultivated soil which is not too broken up by hills...Having selected the field, the first thing necessary is to dig a small hole perhaps one foot or two feet deep, and about four inches in diameter. Beginning with this hole, a circle is devised that includes substantially the whole of the links. About once every 500 yards of this circle a hole is dug corresponding to the one I have just described. The design is to make as large a circle as possible with holes about the same distance apart."
>
> "The club, of course, is simply an instrument with which to hit the ball...all of these implements of the game are designed to fit into the various situations in which the player finds himself."
>
> "At the beginning of play each player places his ball at the edge of a hole which has been designated as a starting point. When the word is given to start, he bats the ball as accurately as possible toward the next hole which may be, as I have said, either 100 or 500 yards distant. As soon as it is started in the air, he runs forward in the direction which the ball has taken and his servant, who is called 'caddy' runs after him with all the other

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[1] Rasmussen, G.A. Understanding the Golf Course. Penn St. Univ. This reference text was published at the Pennsylvania State University as a text for the golf course superintendents attending my course in Golf Course Planting and Design. This book is the basic reference for this paper.

[2] Green, Lee. Sports Wit. Philadelphia. Harper and Row, 1984.

[3] "Golf" in Encyclopaedia Britannica, Vol. 10 (Chicago: Encyclopaedia Britannica, Inc., 1970) p. 549.

[4] Cotton, H. A History of Golf, Lippincott, Phil., 1976

nine tools in his arms."

"Following this general plan the players go entirely about the field."[5]

The Foxburg golf course in Pennsylvania was one of the established courses in 1885. Mr. Fox had a five hole course laid out at his summer resort area. The honor of the first organization of golfers goes to the 'apple tree gang' that was called the St. Andrews Club of Yonkers. This organization built its club in the apple orchard. It was difficult to locate the holes so sticks with the wicker from liquor bottles were placed in the holes.[6] The use of the wicker as a tradition would follow to the Marion Cricket Club outside of Philadelphia. The Marion course still uses the wicker to this day.

The Design of the Golf Course

Championship Eighteen Hole Golf Courses will use 200 acres for the development. However, 18 hole courses have been built on 175 acres or on a minimum of 110 acres of land. One of the determining factors is the type of layout that the course will follow. Housing developments have played an important part in determining the pattern of play for the 18 hole courses. Still the single fairway with looping continuous 18 holes or two looping, returning nine holes require approximately 175 acres. The core course will require the least acreage. The main concern should be one of safety to the players and the adjacent property owners.

A typical routing of the holes for a nine hole golf course could be: par 4,5,3,4,4,5,4,3,4 — total par 36. A similar pattern of play can be used on the other nine holes. This will result in a typical par 72 for eighteen holes. A rule of thumb is to not start with a par three because of congestion at the first hole. An easy par four for warm-up is good. A good closing hole of par four length could allow the round to be completed on a positive note with a birdie. The desire to come back is then good. It is obvious that the terrain, planting, water pattern, roadways, utility lines, etc., can and do affect the placement of holes. Herein lies the need of professional design. Another variable is the variation of length within the par 3, 4, and 5 range. The following guide is for the best use when evaluating a hole-by-hole layout for length.

par	maximum	minimums	short tees
3	>250	-	210
Avoid 260-300 yards-a second shot is not a full iron.			
4	>440	330	400
Avoid 440-470 yards-over clubbing sprays shots while promoting slow play			
5	600+	470	576

Now the distances of the various holes have been determined and the par of 71 or 72 has been achieved with a course length around 6,500 yards; it is time to consider the finesse and safety to the design. Planning tips for layout and proximity take into account the center lines of parallel fairways should be at least 200 feet apart. The holes, if laid out in a triangular fashion will avoid all the holes affected in the same way by the wind and the sun.

Circulation on the course is not only the pedestrian or golfer but also includes vehicular traffic. If we first consider the vehicular traffic, considerations for time of day, type of use and service vehicles must be considered. Maintenance area should be accessible from a secondary road and not mix with the day or evening use traffic. The golfer as a pedestrian should have a safe, challenging, yet aesthetically pleasing round. This can be accomplished by carefully planning the spatial sequence of movement from the green to the next tee. This distance should never be more than 75 yards and should not be closer than 20 yards. A good distance is 30 yards.

Grading considerations are as essential on the fairways as they are on the greens. Steep slopes in the fairways should be perpendicular to the center line of the hole. The width of the fairways is approximately 50 yards in the landing zone. It should be noted at this time. When a particular hole is to be cut through the wooded area, the first cut should be about 40 feet each side of the center line. The second cut would be an additional 20 feet on each side. The third cut would be to feather the edge of the woods in order to achieve the desired visual effect. By removing the trees on a seasonal time interval the new edge trees can adapt to the newly created environmental conditions. Grading of the 6,000± square foot greens should allow 7 pin placements on a relatively flat surface. The greens should not drain into the adjoining sand traps because of erosion problems. The steep-backed traps guarding the greens should be 6-10 feet from the green. This helps the sand from being sprayed on the surface of the green by the explosion shot. The traps can also be used to direct foot traffic to ensure golfers will exit from the side or back of the greens. One should never be forced to walk into the flight of the oncoming shots.

Trees are just as effective in influencing play as a well placed sand trap or water hazard. It is a reality that trees get old and die. Sometimes when the natural resources around the tree are changed this process can be accelerated. Six planting considerations should be made when dealing with trees on the golf course.

1. planting program	(season, cost, availability)
2. scale	(size at maturity)
3. aesthetic factors	(seasonal effects)
4. maintenance/durability	(stress tolerant)
5. environmental factors	(succession, associations)
6. time	(growth rates)

Golf Course Analysis

In order to be thorough with an analysis it is necessary to remove all of the subjective feelings for the course from your purview. A simple mathematical model can be used to ensure the objectivity of the analysis. By assigning a number to each step of the analysis the considerations can be weighted and can also receive partial numeric credit. With a proper evaluation, points can be assigned to the overall course layout, the effectiveness of the service areas, the maintenance areas, as well as the sales and practice areas. A more narrow analysis can be done hole by hole. The TEES could consider size, turf conditions, levelness, and alignment should be considered. The FAIRWAY may include adequate landing zones, trap placement and design, tree placement and conditions, drainage, etc. The GREENS should be concerned with collar conditions, cart

[5] "St. Louis Globe Democrat", reprinted in The Glorious World of Golf.

[6] Grimsley, William, Golf - Its History, People and Events."

path locations, sand traps, size, drainage, number of pin placements, and circulation on and off the green. SPECIAL AREAS such as unmarked blind spots, settled areas around the sprinkling system, compacted soil around the ball washers, etc., could subtract points from the area. If the analysis is carefully done the 'rules of thumb' for planning can be checked, i.e., is every club in the bag used over the course of the 18 holes.

The course rating is a fairly standard application. The United States Golf Association is the rating agency. There are two determinations used to establish the course rating. The first is distance. The formula reads:

$$\text{regular tees} \quad \frac{\text{total yardage}}{200} + 38.25 = 73.25$$

$$\text{short tees} \quad \frac{\text{total yardage}}{200} + 40.10 = 75.10$$

Using this formulas a course of 7,000 yards would have a rating of 73 and 75 respectively. The average course ratings are 71 or 72. The second part of the rating system is abstract in that the rating can be adjusted to reflect the difference between formula rating and the ability of a scratch golfer to par the course. Here is where a tough course design can be reflected in the rating.

Sequencing a course is more than aligning the holes par by par. It also includes implementing a balance of strategic, heroic, warm-up, and Redan type holes. Heroic holes are those holes that offer the choice of playing conservatively for par or challenging a hazard that yields either a position for a sure par hole or a stroke penalty if missed. The strategic hole requires a certain performance from the golfer in order to meet par. Alternate routes for the golfer to reach the green are provided, of course, with additional strokes. While the warm-up holes are self explanatory, the Redan holes give the golfer the option to play to their strengths. Example: The choices are to play the pin by crossing a hazard or play to the open green which leaves a long putt. Penal holes are those holes that punish the poor shot. These slow up play and require hazards that don't usually come into play.

Spatial realization is a concern on the golf course because of the aesthetic opportunities that avail themselves on the course. One half the strokes in a par round of golf are from the tees and greens. The views on and off the course from these areas should be considered when aligning the holes. The other important area for spatial realization is with the flow of traffic from the green to the next tee. This should be a safe and pleasant experience. This can be a time for the golfer to notice the wild flowers, the leaves on the tree, or the exfoliating bark on the shagbark hickory. These are high interest areas that faster players can be allowed to play through.

The support facilities include the parking lot, the pro shop, the maintenance barns, the starter shack, and the sod or tree nursery. These areas should not only function well but complement the personality of the golf course.

The size of the tee is best determined by the number of rounds played. The U.S.G.A. recommends: Par 4 and 5 tees - 100 sq. feet per 1,000 rounds played. Par 3 tees - 200 sq. feet per 1,000 rounds played. Five thousand square feet is a minimum for the area of a tee. When facing the green, the tee should drain to the back or to the left side of the green at 1 percent.

Fairways have landing areas that are most important. These areas should be 40 to 50 yards wide about 180-250 yards from the tee. The par 5 holes will have a second landing zone before the approach to the green. In times of drought or economic constraints other parts of the fairway may be modified to reflect the condition. The landing zones should be maintained at a high level.

Greens before W.W. II were approximately 5,000 square feet. Post W.W. II greens measured 10-12,000 square feet. The current greens are 6-7,000 square feet. A green should drain rapidly but never into the traps.

The most common fairway hazards are sand and/or water. Turf traps may also be used. Trees are also effective in directing play. Fairway sand bunkers are shallow with no high back. The purpose is to stop the roll but not force the golfer to "blast" out of the trap. These hazards should penalize the golfer half a stroke. Sand traps at the green have a different purpose. Some bunkers may stop the ball from rolling into the creek or pond adjacent to the green. Others may have the high back that will test the tolfer's ability to use the sand wedge. In either case the traps should be 6-10 feet from the putting surface. This is just far enough to discourage power carts from driving between the green and the traps and far enough to limit the amount of sand showered on the green with the bunker shot.

The rough area on the golf course is where the majority of the trees will be found. This is the area of lower maintenance and essential for safety. When the hitting zones from parallel fairways overlap, the width of the rough area is essential.

The Course Image vs. Challenge

Every golf course is in competition with other courses in the area. Most golfers like a variety of courses but will claim a home course. Courses may be of championship length, a nine hole course, an executive course, a par three or a pitch and putt course. Don't try to make the course something that it isn't and was never meant to be. Again, U.S.G.A. recommends 20,000 to 30,000 people to support 18 holes of golf. A community with a high leisure time can average 10,000 people to support an eighteen hole course. A community with a high retirement population will find the long championship courses discouraging. Match the course to the playing population.

Before modifying a golf course, an understanding of the design philosophy should be undertaken. George Crump, the designer of the Pine Valley, said, "A course should test the golfer." Donald Ross copied the links approach he brought from Scotland. "Every golf hole should be an individual unit and experience." Hugh Wilson designed the Marion Course so that placement of the golf ball was more important than sheer power. Todays designers also have their philosophies. FRANK DUANE said, "If the natural contours of a golf hole are there and the designer messes with them too much, he can never duplicate whatever peculiarity the land has to offer."[7] PETE DYE - "The area that looks most hazardous offers the biggest rewards." ROBERT TRENT

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[7] Pearson, David. "You Aren't Playing the Course, You're Playing the Designer." Esquire Magazine, April. 1971.

JONES, "The psychology of golf is the importance in design." JACK NICKLAUS - "Three basic concepts that have influenced my design efforts: 1) golf is a game of precision, not power; 2) green size should be small to emphasize the approach shot; 3) I believe that every hole should require the golfer to play one very good shot to make par and one great shot to make birdie."[8] Every course has a design theory attached. Some are obvious, some are not planned. It is up to the ones who are changing the appearance of the courses to understand the difference. Develop a design theory for your course and incorporate it into a course master plan. Lastly, document your intent for those who will follow and wonder why.

A good market analysis will not only give the course's financial status but will give thought to the properties adjacent to the course boundaries. Climate determines the length of the season. The northern states will have 40,000 rounds a season. The middle states will have 60,000 and the southern states 90,000 rounds per season.[9] This puts an emphasis on the off-season revenue producing activities.

Construction of courses will also vary in different parts of the country. The average cost of construction per hole in 1979 for the daily fee courses ranged between $17,000 and $25,000. The private country club cost as much as $83,000 per hole.[10] Water on the golf course is essential. The American golfer is expecting the brush-like turf in excellent condition. A sprinkling system will range from $50,000 to $300,000, depending on the degree of automation.

Recreation Liability and the Golf Course

Negligence is a hard word. But whether it is an oversight or it just didn't look that bad describes the legal basis for the law. Negligence occurs in equipment, on facilities, in communications, services, and on the site with construction - or simply with the design.

The equipment may be old and starting to rust out. Some of the parts may be worn. The part that is worn may be the 'S' rings on the swings or the tie-rods on the golf cart. The results of these overlooked areas can have the same results - law suits. Another area of concern is the wrong equipment in use on the site. E-Z Go Golf Cart Company state in their literature that the three wheeled carts should not be used on the hilly golf courses.[11]

Nothing will replace the common sense of player judgement. The moment of anger that triggers the action of hitting the ball into the foursome ahead of them is always dangerous. The design of the course will not have an effect on this type of accident. Player attitude is an individual concern. Slow play, inexperience and bad manners on the course can all bring out the worst in a golfer. With this in mind, the happy, positive attitude of the ranger monitoring the course can solve a lot of problems before they occur.

Attractive nuisances can be anything that invites the public to participate in an activity where the necessary equipment or facilities are dangerous. The intent may be good and in harmony with the main use. However, there is no excuse for nonverbal invitations to dangerous situations.

Design and layout problems on the golf course can and do occur -- the tee too close to the incoming green, the overlapping landing zones or the teeing zone of one hole in the line of flight of another tee or green can all constitute poor design. This usually occurs when courses are modified by design novices. It will also occur on courses that have a land mass too small for the number of holes or services that are provided. Golf cart paths poorly placed will also cause problems in that player behavior is dictated and led in the direction of the paths. If these paths are in conflict with the play of the hole, the course is liable.

It is important to remember there are no short cuts to safety. Use the necessary consultants to ensure the professional strategy on the course while guarding against mental errors in layout and design of the course.

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[8] Jenkins, Dan. "The Course that Jack Built." Sports Illustrated.

[9] National Golf Foundation. Organizing and Operating Public Golf Courses. National Golf Foundation.

[10] American Institute of Real Estate Appraisers. Golf Courses: A Guide to Analysis and Valuation. 1980.

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USING COMPUTER ASSISTED INSTRUCTION IN LEISURE EDUCATION

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Abstract

Uses of Computer Assisted Instructed (CAI) in the area of leisure education were discussed. Background information regarding CAI, including definitions, problems, and benefits, were provided. A map and compass tutorial was also discussed. Recommendations for future efforts by recreation professionals included: (a) use, adapt, and develop software, (b) complete review before using, (c) evaluate efforts, and (d) monitor future CAI efforts carefully.

A review of articles pertaining to computer use in recreation illustrates that writers have dealt almost entirely with applications relating to enhancing management functions (i.e. Shirley (1980), Howe (1982), Saunders (1984), Beeler (1984). In one of the few articles addressing the computers ability to directly provide leisure services to clientele, Hayward and Farley (1984) point out that most agencies are still using computers solely as a management tool. The 1986 NRPA conference at Anaheim underscored this trend, as speakers tended to emphasize the computer's ability to improve departmental functioning, stressing such uses as: (1) data processing, (2) word processing, (3) graphic presentations, (4) data communications, and (5) data storage. Speakers discussed a variety of software progams specifically designed for recreation departments in these areas, as well as ways to adapt general software programs (i.e. Page Maker, MacPaint, etc.) to fulfill the functions listed above. However, as evidenced by the large and enthusiastic crowds attending these computer seminars, recreation professionals are realizing the potential of the microcomputers and are interested in maximizing its use. One application that has, on the whole, been ignored, yet has great potential to benefit recreation deprtments, is Computer Assisted Instruction (CAI). CAI has the potential to facilitate the direct provision of leisure services, particularly in the area of leisure education.

This article was formulated to provide recreation professionals with background information regarding CAI, including definitions, problems, and benefits. In addition, a CAI project developed for a recreation department (teaching map and compass skills at an outdoor recreation agency) is discussed. Despite the fact that there is presently much activity in the area of CAI, the newness of the field accounts for a relative paucity of studies detailing the strengths and weaknesses of CAI. A key study regarding CAI is a National Science Foundation Study by Kurlik et al., 1983. Kurlik and his associates found that computers do seem to make a difference academically. Based on 51 independent evaluations, they found that computer based teaching raised student scores on certain standardized tests from the 50th percentile to the 63rd percentile. Students also developed positive attitudes toward course work and the computer itself. Brown, 1985, confirmed the Kurlik study, finding that computer based teaching significantly raised scores in computer literacy, social studies, and language arts.

One of the reasons that learners in the studies mentioned above may have improved is that computers have the ability to provide frequent drill and practice, monitoring, and feedback. As Bear (1984) mentions, drill and practice are extremely important components of a useful teaching strategy. Combined with appropriate assessment, feedback, and corrective action, drill and practice programs are powerful teaching tools.

Another reason computers may be valuable tools for instruction is their ability to motivate learners. Waldrop (1984) points out that the computer rewards and motivates learners in a number of different ways. First, the learner is rewarded by the use of the machine itself. Second, the learner is rewarded by the content in the computer module. This type of reward has, therefore, two kinds of reinforcement for the learner. CAI first holds the attention of the learner until mastery of the subject occurs. Then the learner is rewarded by the content of the subject itself. The courseware and subject then become interesting in their own right. Use of CAI in a variety of recreation classes appears to have the potential to not only increase participation but also retention of participants as a result of this motivational power of the computer.

Good CAI pertinent to recreation is presently scarce. Creating CAI involves presenting content, designing displays, and managing technical matters. As Steinberg mentions in Teaching Computers to Teach (an excellent book designed for people wanting to develop CAI),

> "You, the author, plan the interaction: design the questions, anticipate learners' responses, and provide appropriate feedback. You create dynamic effects in individual displays, retaining one part of a display while erasing other parts, and making diagrams "grow" step by step while engaging learners in an interactive dialogue about what's happening. You decide who will control the learning: the student, the computer, the classroom instructor, or some combination of these. You write the computer program and eventually produce the final product, the lesson the learners will actually use."

Developing a lesson, particularly the first one, takes a great deal of time. However, systems for developing a general instructional design process have been generated for CAI. An author-prompting system is an interactive system that enables authors with a minimum knowledge of programming languages to create a CAI lesson. The system prompts the author, asking what messages are to be displayed, what answers to accept as correct, what feedback to display depending on specific answers, etc. An author-prompting system called "Tutor-Tech" has recently been introduced that is specifically designed to allow instructional designers to create an unlimited number of tutorials and quizzes. This

software is characterized by ease of usage and was recently used to design a computer literacy tutorial for recreation students (Gray 1987).
The recent development of a CAI program for Outdoor Programs, a component of Campus Recreation at San Diego State University (SDSU), illustrates the advantages that can result from using the computer to help deliver a recreation training program. Outdoor Programs offers numerous outdoor trips to SDSU students, faculty, staff, registered alumni, and guests. Volunteers from the university community are recruited to lead these trips. Among its offerings are backpacking and hiking trips to remote wilderness areas. Trip leaders need to be competent in basic map and compass skills before undertaking such outings. The ability to perform such skills are orienting a compass and reading a topographic map are required if trips are to be efficiently and effectively, as well as safely run. Additionally, participants often desire instructions in orientating skills or have forgotten these procedures through lack of use. After conducting a survey of the volunteer group leaders, it was apparent that they were interested in participating in a workshop once again if opportunities for structured practice, which were previously lacking, were provided. Taking into consideration the computer's motivational power, as well as its capability of providing powerful tutorial and drill and practice programs that give appropriate feedback and corrective steps, it was decided to offer a map and compass skills workshop which would be supplemented by a CAI tutorial program.

The CAI module was developed with "Mentor Curriculum Editor", a tutorial software program that runs on a Macintosh microcomputer. This program is designed to enable instructors to add a variety of information to "Mentor" texts. For example, graphics, videodisc visuals, Macintosh created art, and personal software programs can all be installed within a "Mentor" tutorial. In the map and compass skills tutorial, pictures of a compass, created in "MacPaint" (a Macintosh graphics program) and stills of a topographic map from a videodisc were transferred into the tutorial to help clarify points discussed in the text. To custom design a course using "Mentor" requires no knowledge of programming languages. It does require an understanding of the Macintosh, although this familiarity can be gained by spending approximately 16-20 hours working with the Macintosh. This map and compass skills course takes the learner through a step-by-step training program that includes five lessons (called excursion): (1) identifying compass parts and their functions, (2) orienting a map, (3) setting compass bearings, (4) obtaining bearings from a topographic map, and (5) plotting bearings on a map. Learners are able to choose which, if any, of these self-paced excursions they would like to take and then are given quiz questions, which provide the learner with practice opportunities containing appropriate feedback.

Experiences gained in developing recreation-oriented CAI and a review of the CAI literature allow for the following generalizations:

(1) CAI, when designed well and used as a supplement to additional instruction, produces significant improvement in learner achievement.
(2) Learners exposed to instruction supplemented with CAI, probably retain the material better than learners receiving only traditional instruction.
(3) CAI appears to be particularly effective with low ability or disadvantaged learners
(4) Learners exposed to CAI may develop more positive attitudes towards computers, instruction, and the subject taught.

CAI appears to offer advantages to recreation professionals who teach clients (including special populations) in areas of leisure education ranging from outdoor education to arts and crafts. However, a number of important issues need to be addressed. More substantial research on CAI is needed, including recreation applications of CAI to special populations. Additionally, reasons why CAI are responsible for positive effects need to be examined more fully. Realizing that the main restraint on the future use of CAI in recreation settings is the high cost of quality software development, cost effectiveness needs to be accurately measured.

Given the above scenario, it would seem wise for recreation professionals to begin exploring CAI more fully by: (a) using and adapting high quality software whenever possible, (b) target its use only after review of all pertinent factors, (c) incorporate an evaluation component into all major applications of CAI, and (d) monitor future CAI efforts carefully.

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IMPROVING RECREATION LEADERS THROUGH EFFECTIVE MANAGEMENT AND SUPERVISORY TECHNIQUES

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Abstract

Recreational programs can only benefit by improving the observational process that is being used by today's administrator. The purpose of this article is to introduce relative concepts of management and supervision that have been found to be effective in both the business world and the world of educational research. This article offers an applicable system of these concepts to the administrator/supervisor to be used in the evaluation process of recreation leaders and programs.

In order for recreation programs to improve, the quality and effectiveness of the supervisory process for the recreation leaders must also improve. This involves an on-going process of open communication between the administrator/supervisor and the recreation leader. To enhance the success of this relationship, one can look toward the productive supervisory techniques that have surfaced in both today's business world and the world of educational research. New themes of management and supervision are dynamic, but simple in application. The roots of the theories lie in two major areas: (1) production, and (2) attitudes about self, job and company (Moulton, 1985). To insure a good recreational program (product) and to maintain an effective recreation leader (attitude about self, etc.) a system of supervision needs to be established.

Clarity of Goals

Before an administrator/supervisor begins an observation of a recreation leader a preobservation planning conference should take place. This conference is designed to establish goals and guidelines that will be used in the upcoming observation. The One Minute Manager (Blanchard & Johnson, 1982), has clearly shown the business world how to be an effective manager by establishing one minute of goal setting. Though this is not to suggest that this preobservation conference is only one minute in length, it is suggesting the importance of goal setting. The goals of the observation could include any or all of the following:

1. The objectives of the observed recreational activities.
2. The relationship of the observed activities with that of the overall recreational program.
3. The interactive process between the recreation leader and his participants.
4. A specific description of items or activities on which the recreation leader wants feedback.

As the goal setting takes place, an establishment of trust should begin to develop between the supervisor and the recreation leader. Research suggest that if supervision is to be meaningful, then it should be as non-threatening as possible (Glickman, 1981).

Ground Rules

Once the goals of the upcoming observation are clearly agreed upon by the supervisor and the recreation leader then the "ground rules" or the mechanics of the observation should be decided. It is suggested that this should include the time of the observation, the length of the observation and the place of the observation (Goldhammer, et.al, 1980). Other specifics for carrying out the observation can also be discussed at this time. This could include items such as where the supervisor should locate during the observation and will the supervisor interact with the participants, etc. This preplanning will help eliminate the "snoopervision" techniques that has long divided the observer and the observee.

The Observation

The administrator/supervisor armed with the preobservation agreements should observe the activity objectively. The supervisor's commitment to the recreation leader is then clearly demonstrated. This type of observation whether summative or formative provides an avenue through which quality analysis and assistance can be given to the recreation leader. The more systematic this observation is, the more analytical the process becomes and thus it becomes less judgemental. A concern for the goals of the program and the recreation leader must be shown.

Analysis of the Observation and the Postobservation Conference

After the observation of the recreation leader and his activities, the supervisor must sit down and make sense of the collected observational data. The supervisor then plans the postobservation conference with the recreation leader keeping in mind the agreements that were established in the preobservation conference. Following the lead of recent theories of business, such as Hersey and Blanchard's (1977) Situational Leadership, the supervisor can change the leadership style he will use in the postobservation conference, depending upon the maturity level of the recreation leader. This is not to suggest that the recreation leader is immature, but to indicate that people are individuals and one leadership style is not always effective for everyone. The postobservation conference between the supervisor and recreation leader should include a review of the supervisory or observational process to determine if the pretested guidelines were followed. This conference should also include a verbal reward. Blanchard and Johnson (1982) have indicated that, "feedback is the breakfast of champions." Praising is one of the most powerful ways to give feedback. If the supervisor wants to help the recreation leader reach his full potential, the supervisor must catch him doing something right and praise him for it. It is obvious that if one can direct recreation leaders, "who feel good about themselves," they will certainly increase the possibility of producing good results," (Blanchard & Johnson, 1982, p. 46) i.e., happy recreators and quality recreational programs. With this positive approach to the observational process, the post observation conference should conclude with a plan for future improvements of the leader's skills and program. This plan is a collaboration of ideas and input from both the supervisor and the recreation leader. As noted in Figure 1, supervision is ongoing, cyclic in nature, ever trying to improve.

Figure 1

1. Preobservation conference
2. The actual observation
3. Analysis of the observation
4. Postobservation conference

Summary

Effective supervision is of paramount importance to the success of any program. Too often administrators have taken an adversary role in the supervision of recreation programs and in particular recreation leaders. This article suggest that recreational administrators can develop effective techniques of supervision by applying some of the successful managing techniques that are being used in business and education today. Practice and theory must be compatible if real problems are to be resolved and/or improvement is to result. By setting clear goals and establishing guidelines for the supervisory process, both the supervisor and the recreation leader equally participate in the evaluation of the total program. The preobservation and postobservation conferences suggested in this article are designed to allow open lines of communication and to eliminate the "we vs. them" attitude that has long been associated with the methods of supervision. This open dialogue should focus on the total improvement of the recreational program.

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WILDERNESS ACCESS: RIGHT OR PRIVILEGE?

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ABSTRACT

This paper examines policies related to the American wilderness. It suggests that there is a great need to reconsider the current approach to granting access to the wilderness. The paper proposes tighter restrictions based on visitor knowledge and visitor skills.

INTRODUCTION

An outdoor recreation researcher and a wildlife preservationist were having a discussion about the difficulties of measuring the "quality" of a wilderness experience when the researcher turns to the preservationist and says: "You know, you remind me of a man in a darkened room looking for a black cat that isn't there." The preservationist smiles and answers back: "Is that so? Well you remind me of a man who claims to have found the cat."

This story reminds me of the current search for the "perfect" solution to the problems of wilderness access. Wilderness managers ask: "How many people can enter a wilderness area before it ruins the experience and the area?" Researchers reply with carrying capacities and esoteric descriptions of visitor satisfactions and motivations.

The National Forest Management Act of 1976, Section 219.18(a) joins the debate by mandating that wilderness management must:

> Provide for limiting and distributing visitor use of specific areas in accord with periodic estimates of the maximum levels of use that allow natural processes to operate freely and that do not impair the values for which wilderness areas were created (Manning, 1986).

The 1976 Act, however, is ambiguous at best. Did the framers of this act really believe that area managers would someday be able to agree on an operational definition of the "values" for which wilderness areas were created? Highly unlikely. The truth is that no one can "know" the maximum levels of use as long as use is tied to human values. We may learn to restrict access in ways that allow for the "natural processes to operate freely." But to suppose that there is a magic formula that will tell us when we have reached the maximum number of visitors that allow for the natural process to operate freely and still retain the values for which wilderness was created is like the man in the darkened room who claimed to find a black cat that wasn't there. (To even suggest that we "created" these wilderness areas is tribute to our infinite vanity.) Assuming we somehow were able to learn the precise values the framers had in mind when they pulled this miraculous creation off, we would still be no closer to the solution of wilderness access. Wilderness managers, would probably agree that a personal, individual "sense" of privacy in a natural setting is one the values for which the American wilderness was created[?]. Yet, as we know, the definition of privacy varies between individuals and even more so between groups. Some people object to any contact with other visitors, whereas others do not seem to mind relatively frequent encounters. Where does this leave the policy maker searching for numbers to give power and credibility to the magic formula? Is it possible, as the story suggests, that eventually we will come to believe that we have found "the" carrying capacity of an area. And given the pressures of time and population to maximize use can we assume that the policy makers are more likely to lean toward definitions of privacy that allow for more frequent contact? A higher carrying capacity? Where does that leave us? More importantly where does that leave the wilderness? How can we know that a higher carrying capacity is a more accurate interpretation of the values for which wilderness was "created"? Although the concept of carrying capacity is now accepted as an important component of outdoor recreation management, the concept has been challenged because it fails to adequately acknowledge the importance of value judgments (Manning, 1986).

The Premise

This paper examines the need to reevaluate our wilderness access policies and the philosophical orientations that drive the policy-making processes.

This paper proposes that American land use policies in general and wilderness access policies in particular are formulated on principles which threaten and demean the integrity of our natural world. More specifically, wilderness access policies are rooted in the principles of: (1) Egalitarianism--which has been interpreted to mean that all people have an equal right to enter the wilderness; (2) Aristocentrism--the belief that human beings are the center of the universe; and (3) Utilitarianism--a closely related principle which values plants, animals, and matter in direct proportion to the contribution they make to human goals.

Egalitarianism

The American people have made it clear that they believe it is morally wrong to deny equal opportunities for access to public institutions, organizations, areas and facilities. There can be no doubt that all wilderness access policies must reflect this long standing principle. However, this does not mean, as many would have you believe, that all people have an equal right to enter a wilderness area. Admission to public universities and other public institutions is limited to people who meet predetermined criteria which has been established to protect the integrity of the institution. Even driving a car requires a license. Similarly, entering a wilderness area is a very special earned privilege: not a right to be given. The only right involved, is the right of "equal opportunity."

At present, wilderness access policies are not discriminatory. All one has to do to enter the wilderness is pay the man and get in line. The only difference between access policies of the local zoo and the American wilderness is the visibility of the barriers that contain the animals.

Aristocentrism

The second principle that has negatively influenced wilderness access policy is tied to our aristocentric attitudes toward the interrelationships that exist between man and the forces of nature and the natural environment. At one point in our evolution as a species there was a degree of mutual respect between us and the wilderness that surrounded us. Whatever equality that once existed between man and nature has been replaced by a hierarchical scheme that gives greater status to human beings than it does to the non-human world. It is a simple statement of fact to note that we have come to believe that we have conquered the natural world for our own purposes. And, unless they are made of stone, the people who formulate policies related to wilderness are influenced by this aristocentric philosophy. Even the most literate, most empathetic lover of the outdoors cannot totally escape the teachings of culture. We see ourselves as the protectors, the managers of wilderness. Although this is not inherently evil or dysfunctional, it is my view that these feelings of superiority inevitably influence wilderness policies in ways that denigrate the integrity of wilderness.

Utilitarianism

Finally, we must question the wisdom of, and the extent to which wilderness access policies are predicated on the utilitarian premise of "the greatest good for the greatest number." How many of our policy makers interpret the "greatest good" in terms of visitor satisfaction and the "greatest number" in terms of visitor demand?

Perhaps the most powerful influence on wilderness policy making originates from this utilitarian view. Wilderness is valuable because it provides escape, exercise, relaxation, social contact, strengthens family unity, builds egos, feeds our neglected altruism, relieves boredom, leads to self actualization (peak experiences/flow), and provides spiritual growth. Wilderness is something we have "created" and therefore it is something we can give to our children. It is something we can point to with national pride. In short, wilderness has become an objective entity subject to the laws of science and man. The future of wilderness is questionable as long as we continue to value wilderness primarily for its instrumental features.

Conclusion

We have come to regard the planet as our own personal spaceship. Captains of eternity, stewards of the realm, lords of the earth, so to speak. Our arrogant attitudes toward nature and the planet is dangerous. The plants, the animals, and the land that define the parameters of life as we know it deserve a better fate than we seem to have in store for them. With apologies to John F. Kennedy, perhaps it is time that we ask--not what the planet can do for us, but what can <u>we</u> do for the planet?

As a starter, those of us who are concerned about the wilderness can continue to view ourselves as public servants, puppets of public demand or we can view ourselves as informed leaders dictating policy as a matter of public trust. Secondly, as professionals, we need a broader view of the importance of wilderness. To be sure, wilderness is important, in part, because it is useful to us; but to assume that its primary value can be reduced to maximizing human satisfactions while sustaining ecological integrity is limiting. It is very unlikely that we will ever fully comprehend the range of values inherent in wilderness and it is time to look beyond current management models. Perhaps we need to think of ourselves more as wilderness advocates and less as public servants.

Recommendations

Wilderness managers, outdoor recreation researchers, and others involved in the policy-making process need to reevaluate what I have chosen to call an egalitarian approach to wilderness access. Not everybody <u>deserves</u> to enter a wilderness area. Access to a wilderness area is a privilege and, as such, should be restricted to individuals who can demonstrate an understanding of the area's ecosystems and the impact that their presence will have on that ecosystem. Access to a wilderness area should be restricted to individuals who have the appropriate equipment to minimize impact. Access to a wilderness area should be restricted to individuals who have the necessary skills to minimize impact.

The egalitarian approach implies that wilderness visitors (I prefer the term patrons) will be required to complete educational requisites and pass skill tests. It also implies that equipment will be checked before each visitation. This approach obviously invites charges of elitism and warnings that "Big Brother" is just around the corner and, although I am sensitive to these concerns, it seems preferable, in terms of wilderness <u>access</u> at least, to err in the direction of too much control rather than too little.

In addition, wilderness managers and outdoor recreation researchers need to focus more attention on visitor behaviors, visitor motivations, and visitor ethics, both to the goal of restricting access and monitoring visits. In my view, we need to come up with better ways to characterize and identify the kinds of visitors that deserve to enter the wilderness.

Finally, the question arises, how well prepared are we as wilderness managers and researchers to make the hard philosophical choices that drive policy? I have the feeling that there is a great need for many of us to pause for a moment and reflect on our own philosophical orientation. To what extent is our own rationality clouded by the culture we live in. As I see it, society has only one option: we must return the status we have stolen from nature before she takes it back at a terrible cost. We did not create wilderness, if anything, she created us. Wilderness is not ours to give--any more than it is a gift to be claimed. Wilderness is our friend, a vestige of hope, a symbolic reminder of the enormous latent power of nature. At a time when we are struggling to cope with depleted ozone layers, nuclear disaster, toxic waste and acid rain we could use such a friend.

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AN EXPERIMENTAL STUDY OF PARENT/TEACHER PARTNERSHIPS UTILIZING HOMEWORK AND THE "LEISURE TIME" OF STUDENTS AND PARENTS

Alan Maynes and Burton K. Olsen

Statement of Problem

The purpose of this study was to develop and evaluate a partnership model between teachers and parents, that utilized the "leisure time" of parents and students. This model was set up and administered in Piute School District's Elementary Schools during the 1985-86 school year.

Sub-Problems

Evaluate and report the impact the "partnership model" had on the Piute School District's Elementary Schools during the 1985-86 school year by:

1. Reporting on teacher opinions and perceptions of the model.
2. Reporting on parent opinions and perceptions of the model.
3. Reporting on the model's impact on teacher, parent and pupil's time; including effects on "leisure time."
4. Analyzing academic gains achieved by using the model.

Hypothesis

This study posed the hypothesis that there was no significant difference in the quality of education in the Piute School District's Elementary Schools between using the "partnership model" and not using the "partnership model."

Summary

A review of literature was conducted and it was found that the general public has of late become very concerned with a national decline in academic achievement. There has been a push by the education community to return to excellence. Parents are concerned and desire involvement in their children's education. It was found that parental involvement fostered better home/school relations and increased achievement. Parent involvement methods and the learning effects that resulted are areas where very little specific research has been completed. As indicated by Walberg, Epstein, and Moles, enough interest and information on the parent/school partnership methods of involvement exist to justify extensive research work in the varying areas of this relationship.

A partnership model to help teachers enlist the assistance of parents by way of homework was developed and called "We Care." The design of the model was very simple so that it could be effectively operated year after year, keeping cost low, taking little time from teachers, yet enlisting parental involvement. The "We Care" model enlisted the aid of parents by sending home a letter from the teacher on a regular basis informing the parent what objectives needed to be learned and encouraged the parent to work on these objectives at home with their pupil. This model was operated during the 1985-86 school year in Piute School District's Elementary Schools. Funding to cover postage, paper, and to pay each teacher was sought and obtained through the "Business as Partners in Education" program from the State Office of Education. After the conclusion of the partnership letters to parents, parents and teachers were interviewed to gather the necessary survey data. The ITBS tests given semi-annually by the school district at the state-norm dates were used as the academic measure. The tests were scored and the results were tabulated. The survey results were tabulated and the comments weighted. All these data were then entered into the computer for statistical analysis.

Findings

There were four major findings in this study:

1. All (100 percent) of the teachers felt the model was worthwhile, with 50 percent being very positive.
2. Ninety-one percent (91.4 percent) of the parents found the letters helpful, with 82.8 percent of the parents indicating they became more concerned about their child's education as a result of the letters.
3. There was not a clear relationship between the amount of time parents perceived they were spending with their child on homework and the student academic achievement. Parents response "same" may be more time than another parents response "more." This question was asked but parents could not reliably report the amount of time they spent with their child.
4. At an alpha level of .05 there were significant gains in academic achievement obtained during the treatment time.

Conclusions

On the basis of the data presented the following conclusions are made:

1. Making parents more aware of what is happening in school seems to be of more importance to parents than teachers.
2. Parents desire to be informed, and appreciate the school taking the time to do so.
3. Parents are willing to help their child, even to the point of giving up some of their leisure time.
4. Involving parents in their own children's education, making them a partner, can increase academic achievement. The "We Care" partnership model is very simply implemented and costs little in extra time on the part of both teachers and parents.
5. These data cannot establish the exact causes of those academic gains reported under findings number four; however, the "We Care" partnership program has definitely positively influenced the attitudes of parents and educators.

Recommendations

The following recommendations are suggested as a result of the findings and conclusions of this study:

1. Involving parents as partners can increase academic performance and should be encouraged. The involvement does not have to be complex or time-consuming. A simple letter on a regular basis can tap the reservoir of parental love, time, and assistance. This researcher recommends that models of this nature may be worthwhile alternatives to more complex educational programs.

2. Informing parents does make a difference in parents' and pupils' attitudes toward school and should be encouraged. Many parents want to help but do not know what to do or how to do it. It is recommended that teachers give ideas to parents enlisting and encouraging their involvement. This will make the parents a partner with the teacher in the child's education. The result would be a positive step in greater cooperation, courtesy and appreciation between home and school.

3. It is recommended that this subject be studied more extensively. The treatment needs to be of longer duration. A study of several years would result in a better understanding of increased parental time and assistance and its effects, and permanent attitude changes in parents, students, and teachers. A study is needed to determine how much the students could be pushed with parental assistance. Some questions that need answering are: What can and cannot be done by parents? What is the limit to the amount of time parents are willing to spend? How much time is beneficial?

4. A study indicating the level of parental leisure time spent with students could help parents assess how much time invested on their part will improve their children's education.

Concluding Statement

The hypothesis that there was no significant difference in the quality of education in the Piute School District's Elementary Schools between using the "partnership model" and not using the "partnership model" is rejected. There was a significant difference. The partnership model created called "We Care" made a significant difference in the quality of the education in the Piute School District's Elementary Schools.

Parents care and are one of the school's greatest assets. As a result teachers need to take the time to be so organized that parents can expect certain things. If teachers do take the time and courtesy to involve the parents in their child's education, tremendous gains that enhance education and push for excellence result. Many teachers have negative feelings about parents. This probably results from the majority of parent-teacher contact being when the parent's kid is in trouble. The average parent who never hears from the school will readily give up much of their leisure time for the education of their child if they only were given a little direction in what they should do. It is amazing, but all it takes is a simple letter on a monthly basis giving parents some objective and they do the rest because, "They Care."

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STRESS MANAGEMENT CONCEPTS FOR RECREATION EDUCATION

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Over the past several years in our modern U.S. society, individuals from all walks of life have become increasingly interested in their health. Although many people are uncertain as to exactly what an overall concept of health entails, most seem to realize that there is more to good health than simply a fit and trim body. While activities such as jogging and aerobics have become more and more popular, many individuals are still searching for that aspect of life and health which can help them feel balanced and stable.

No one can deny that proper maintenance of the physical dimension of health is of utmost importance. Yet other dimensions -- social, mental, intellectual, and spiritual -- need attention as well if Americans are serious about achieving optimal health status. Within the mental dimension alone are a number of elements which have a major influence on our health, not the least of which is that enigma called "stress."

Stress Defined

Girdano and Everly (1979) have stated that "stress" is a term "used mostly in physics to mean strain, pressure, or force on a system. When used in relation to the body cells, it describes the effects of the body reacting, that is, the buildup of pressure, the strain of muscles tensing. . .a fairly predictable arousal of psychophysiological (mind/body) systems which, if prolonged, can fatigue or damage the system to the point of malfunction and disease." Stress can be either positive (eustress) or negative (distress), depending on its source and the perceptions of the individual being stressed.

Beck (1986) and others have described the effects of distress and suggested that recreation professionals may provide a "viable antidote to stressful living." In order to do so, such professionals should have a working knowledge of stress, its causes, and its relationship to overall mental and physical health.

Stress and Mental Health

Mental health can be described as both a condition and a process -- a condition of well-being and productivity, and a process of adjusting to stresses, changes, and processes of life. Mental health, then, is not simply the absence of problems, but rather the way in which we deal with the problems we face from day to day. Mentally healthy people are those who, among other characteristics, generally have an accurate perception of reality, basically trust themselves and others, and work to achieve self-actualization -- to become the very best they can be (Reed-Flora and Lang, 1982).

Physiological and philosophical pursuit of individual growth and maintenance have been described by Maslow in his "Heirarchy of Needs." He states that higher-level aspirations such as belonging and esteem cannot be addressed until the more fundamental physiological and safety needs are met. Although basic requirements are similar in all persons, methods of satisfying those needs vary widely among individuals (Edlin and Golanty, 1982).

Striving, often unsuccessfully as we see it, to achieve a balance among literally hundreds of physical and mental demands can lead to unresolved inner conflicts, feelings of insecurity and inferiority, and diminished self-esteem. Such conflicts and feelings do not imply that one is mentally unwell. The fact remains, however, that life is much easier when we can see the stressors in an overall perspective and somehow determine which are important enough to justify our expenditure of time and energy. And although each person is different, most can learn and apply various techniques which will help in reducing the consequences of undesirable stress.

Stress Management Techniques

Payne and Hahn (1986) have compiled a list of what many experts consider the most successful methods of coping with distress. These are presented for both personal and professional consideration -- the recreation professional may find them useful in setting an example of effective stress management (Beck, 1986) or in understanding and working directly with clients or program participants.

Relaxation Training is a method of helping people learn to control their individual physiological reactions to stress. Several methods of identifying individual reactions to stress, including biofeedback, have been used in connection with this method. Muscle tension-relaxation training and transcendental meditation are forms of relaxation training. It is also illustrated by the following "relaxation response" steps promoted by cardiologist Herbert Benson:

* Sit quietly in a comfortable position.
* Close your eyes.
* Deeply relax all your muscles.
* Breathe in through your nose and mentally say the word "one" as you exhale through your mouth.
* Do this for 10 minutes, maintaining a passive attitude.

Physical exercise is one of the body's best ways to handle emotional stress. Under physical stress, the body produces endorphins, which are opiate-like substances that help people naturally feel good. Moderate aerobic exercise of any type, of 20 to 30 minutes duration, three or four times per week should be sufficient to produce a noticeable change in most people's reactions to stress.

Dietary considerations may play a role in the management of stress. It is important to determine individually whether various foods contribute to stress reactions. Some individuals appear to be especially sensitve to foods which tend to stimulate the central nervous system, e.g., caffeine, and foods with a high sugar content.

Hurry sickness substitutes may reduce the ill effects of stress for Type A individuals. The following suggestions by Friedman and Rosenman are summarized by Payne and Hahn:

* Reduce your sense of time urgency -- slow down.
* Try to listen quietly when others are talking to you.
* Reduce polyphasic thinking -- concentrate on one thing at a time.
* Take time to offer sincere thanks to people who have

helped you.
* Smile at as many persons as often as you can.
* Move more slowly.
* Improve your speech by expanding your sentences.
* Hold your opinions more loosely.
* Seek loneliness for yourself occasionally.
* Try to be satisfied with concepts as opposed to specific facts.

<u>Guided imagery</u> is a modern term for what Norman Vincent Peale called "positive thinking." It involves "seeing" one's self in a positive, desirable light, perhaps controlling stressful situations successfully. Although not everyone may find a specific guided imagery coping technique valuable, the following suggestions may be helpful:

* Find a quiet time and place.
* Try to relax and free your mind from cluttered, nagging thoughts.
* Create an image of relaxation, security, and peace in an environment of maximum support.
* Envision yourself participating, responding, and succeeding in just the manner you need to have control over your stressors.
* Visualize yourself receiving joy and satisfaction from your success in managing your stress.

Behavior in Concert With Attitude

Almost anyone can perform stress management techniques and experience a relative degree of success as a result. The real key, however, is to develop the attitudes associated with successful stress management. This is no easy task; it takes practice and perseverance, repeated analysis, assessment, evaluation, and focusing.

Long-term success with stress management techniques also takes commitment to the concept that we as individuals have personal responsibility for our own health and well-being. This involves the development of a balanced perspective on life and its myriad of stressors. Val Christensen summed it nicely when he outlined two basic rules for stress management:

1. Don't sweat the small stuff.

2. It's <u>all</u> small stuff.

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CHINA: A STUDY OF ITS COUNTRY AND LEISURE
PART OF PACIFIC RIM COUNTRY
COMMITMENT TO ADVANCED STUDY OF LEISURE

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Abstract

Between August 16th and September 5, 1987, a delegation of 20 park and recreation professionals representing 15 different states and the Citizens Ambassador's People-to-People Program traveled to the Peoples Republic of China. It was hosted by China International Tourist Service with endorsement at the highest level of their government through the Ministry of Sport and Culture. This article is merely a brief of the considerable "sensory overload" experienced by the delegates. Side trips to Tokyo and Beppu, Japan and Seoul, Korea were included before and after the ten days in three of China's major cities — Beijing, Shanghai and Wuxi (also referred to as the Garden City). The People-to-People delegations representing the United States have traveled extensively in foreign countries with a majority of their delegations choosing the People's Republic of China. This was the first such delegation representing our discipline. The observations below are not exhaustive but are meant to cover a number of the areas discussed, witnessed, or presented by some of China's national recreation and sport heroes.

The professional delegation tour and this report allows for a brief discussion of a totally new academic thrust instituted at the University of Oregon, Department of Leisure Studies and Services — an area of study entitled Pacific Rim Studies in Leisure and Tourism. This is both a curriculum area of study and an organized method of placing masters and doctoral students from the United States and Pacific Rim Countries together to advance the current, limited body of knowledge.

Note: Caution should always be voiced when talking of a foreign country, its people, culture and customs, not to present observations as facts and to appear as an authority. This is especially true when dealing with Asian Culture as compared to the West. There are complete differences in "mind set" between the two. No where is this caution more important and imperative than with visitors to a country for less than three weeks. However, impressions are important and are of value. They are shared here with two primary goals in mind: (1) to bridge continents and cultures and (2) to understand more fully and appreciate greatly the uniqueness and similarities of the Asian population.

Introduction

The delegation team for the United States entered China with expectations and preceptions of what this vast and historically significant country would be like. Several included: the largenase in terms of geographical size and population; the pride of its people in being the proported inventors of such things as the first compass, earliest gunpowder, earliest paper, invention of printing and the first moveble type; the limitations of sport and recreation facilities as we know them; the relative absence of organized sport; a commitment to cultural arts such as calligraphy, music, opera, etc. These views were upheld, but first. . .

Some facts. . .

As a primer to our discussion I have set forth some of the facts reported to us to give you a brief feeling for some of the perceptions listed above. They have been gleaned from three major sources:

1) Pamphlets, U.S. State Department Background Notes, and On-site Discussion Notes, collected before and during the tour.
2) Mathews, Jay and Linda. One Billion: A China Chronicle, New York: Random House (Bellentine Books) 1983, pp. 430.
3) Kaplan, Fredric. The China Guidebook, (7th ed.), New Jersey: Eurasia Press, pp. 736.

*** China has one fourth of the world's population and is emerging through its Open Door Policy as a major force.

*** Forecasters foretell of the turn of the century as being led or guided by the Pacific Rim countries with China as a central force of influence both because of its size, and commitment.

*** In China currently, all share in the poverty, few share in the wealth.

*** There are over 80 percent of China's residents in the rural countryside and the remaining 20 percent in a relatively small number of cities; ninety percent of the people live on seventeen percent of the land because sixty-six percent of the area is either mountainous or near desert.

*** About ten percent of the land is cultivated; most of that exists in the eastern and southern area.

*** China is the world's third largest country in total area (3.7 million sq. mil.) behind the USSR and Canada respectively. It is almost as large as the European Continent.

*** Twelve different countries share China's 14,000 mile border: Afghanistan, Bhutan, Burma, Hong Kong, India, Laos, Mongolia, Nepal, N. Korea, Pakistan, USSR, and Vietnam.

*** Chinese is the only modern language written entirely in nonphonatic ideographs. The national language of China is Mandarin with a Beijing dialect. There are other dialects including Cantonese, Shanghainese, Fujienese and Hakka.

*** The history of the printed word has been enhanced by the early developments in China. Paper was first made in China about 1800 years ago. Five hundred years later, expanded printing was initiated with the invention of the carved wooden blocks (circa 680 A.D.) and the further development of moveble type (circa 1180 A.D.)

*** China is considered the oldest continuous major world civilization, with records dating back about 3,500 years. Early advances are credited to the formulation of a unique system of bureaucratic control related to agriculture providing an advantage over the nomadic and hill cultures of the day.

***Ideology of Confucius (551-479 B.C.) and a common written language further enhanced the culture as one to be emulated. The commitment to be a gentleman, to have personal virtue, a devotion to a family, justice and the extension of the accountability of one's family through their spirit are central and long held Confucius ethics.

*** Guanxi: (Go-on-She) This term cropped up several times in the literature and our discussions. Loosely interpreted it represents the bridging of relationships -- individual and community. This means that families are extended, that there is a closeness between urban/rural, that it is the human dimension that is central to purpose in life. The Mathews' state, ". . .The Chinese obsession with human feelings, their ties to family and neighborhood, their commitment to the simple idea of being Chinese, somehow bind together the world's most populous nation. China is a small town of one billion people. . .(Guanxi) has no valid English equivalent. . .in China it frequently refers to face to face personal ties and influence with other people." (p. 4)

*** Xiu-Xi: (Show-She) This is one of the best kept secrets of China relative to western knowledge. It is their counterpart to the Latin Siesta: a one to two hour nap in the middle of the day. On our tour we witnessed little of this because they do not slow down when it comes to serving tourists. However, in civil circles and beyond, the institutionalization of a xiu-xi is well established throughout the country. The sign above the waiting lounge in the Shanghai railroad station read "xui-xi rooms."

Five Broad Observations

There are countless observations that could be made. The two books cited above constitute over one thousand pages of excellent information. For purposes of this paper, five broad areas are singled out and briefly discussed. This is merely a sampling but gives a flavor of our experiences. They include:

I. National Perspective; a fatalism or dynamic cycle
II. Chinese Language; historical perspective and the difficulty of use
III. Educational Perspective; limited proportional numbers
IV. The Nature of Child Discipline
V. Food, Food, Food

I. The Dynastic Cylce -- East/West Differences

"Seven times down - Eight times up. . ." — Chinese Proverb.
A perspective of the inevitability of change and its varied direction is a sense one gets as the history of China is uncovered for the tourist. Looking at the specialness of the capital merely as an illusion:
Beijing--huge, laid out over 3000 years ago, Capital.
Tian'anmen Square--Gate of Heavenly Peace; historic site, noted by scale and location to the Great Hall, Museum, etc.
The Forbidden City--Home of Ming and Qung emperors (1368-1911); grand in scale, scope, craftsmanship, etc.
Temple of Heaven--Historic, architectural gem, now a city park.
Summer Palace--likewise one of China's largest parks.
The Great Wall--Built during Qing Dynasty (221-207 B.C.) 300,000 men ten years to complete. Extended and improved during Ming Dynasty (1368-1644), 4000 miles long.

This history and these accomplishments are most significant. One has to see them and many other national treasures to fully appreciate the richness of their [illegible]. However, Mathew's (p. 13) states, the Chinese are obsessed with the past". . .in part because there is so much of it. The longest continuing civilization in the annals of mankind. China can document its history back to the Shang Dynasty, thirty-seven hundred years ago. . .(and over the centuries) rising and falling so many times. They have survived so many empires, rebellions and invasions that anticipation of change has been an all purpose national myth and a political philosophy. Historians call this the dynastic cycle. . ."It is a whole system of thought, much different than the conditioning for Americans who have witnessed continued material progress. In China they have been conditioned to accept calamity, and await the next climb up the roller coaster. Seven times down, eight times up.

II. Chinese Language--A Writing Nightmare; recent changes

Chinese is probably the oldest and most commonly used language in the world, but it now seems close to a nervous breakdown. (Mathew's, 1983, p. 93) The Chinese lifestyle is different from the Western world in many ways--Language is a major variant. Chinese symbols or ideographs are not phonically based but depict an object or idea. This was beneficial for such an ancient and large country with many dialects--providing a commonality beyond dialects. This has lent itself to a beautiful written history--but the system is totally inefficient with between 4000 and 5000 characters in common use and each separate and distinct. Scholars are required to memorize up to 10,000 such characters. Enter Pinyin (phonetic spelling). In 1979 the revisions were made officially, adopting the official Chinese Roman-alphabet spelling system. (Our biggest adjustment was in recognizing that Peking--the capital, is now Beijing and the popular southern city outside Hong Kong of Canton is now called Guangzhou.) These are major changes, all caused by the recognized need to gain an alphabet to someday be able to use a typewriter. The typewriters in China would not be recognized by a Westerner. They are rare, big, slow and inefficient.

Two incidents relating to language usage: The most popular Chinese spoken language, Mandarin, is very difficult to master let alone learn quickly because it involves m[illegible]nly tones--high, rising, low and falling. We were giv[illegible] the same response often to our questions or requests. In Chinese it sounds like May 'guan shee, which liberally interpreted means "No Problem." An absolutely necessary word, because of the noted hospitality of the people is Xie Xie which means Thank you. Both these simple phrases were met with embarrassment as we expressed the right words with the wrong tones which totally changes the meaning.

As an illustration: A Canadian diplomat in Peking was said to have practiced how to say the simple three letter word "wen" which means "to ask" to his attractive young teacher. He was trying to simply say "I want to ask you..." When pronouncing the word "wen" in the phrase the young teacher blushed and asked the diplomat if he really wanted to kiss her? Then he tried yet another tone. "Wo Yao wen ni..." Now you want to smell me, was her reply.

The son of authors' Mathews of One Billion learned early the difference in tonal pronunciation. With just a slight difference in pitch, the same phrase that says "I am seven years old" changed into "I am an orange soda pop." (p. 100)

III. Educational Structure

Current Education: Compulsory education extends only to grade five (with 93% enrolled in the first grade nationally). Latest figures ('83) show that sixty-five percent finish primary school. It is acknowledged that there is a real discrepancy between rural and urban education. While a strong attempt was made to spread the knowledge to the countryside during the Cultural Revolution decade (1966-76) it accomplished little. Current Middle and High School: About sixty-five million students are enrolled in China's 3-year junior and 3-year senior middle schools (ages 11-17). About 300,000 (or 5%) of the senior middle school graduate (1% of China's college-age population) gained admission to college. During the Cultural Revolution many colleges and universities were closed. Two years after the revolution was over, 1978, China's colleges and universities chose entrants on the basis of standardized entrance examinations and academic criteria rather than on political criteria. China now has over 700 colleges and universities.

IV. The Nature of Child Discipline

The delegation was impressed with the compliant nature of the youth throughout our Asian experience. Several recreation leaders we met addressed the issue. No one placed as specific an answer as the following authorities cited in One Billion (Mathew's, 1983, p. 155). "... Yale psychologist Willima Kessen says simply, Chinese children simply are better behaved. . .(they are) extraordinarily poised and well-behaved. . .they greet visitors warmly. They receive considerable physical contact between children and adults. Parents and grandparents often hold children on their knees, smile or exchange glances with them. This creates ties which few children wish to break. A scholar and sometimes diplomat who lived in Taipei, Hong Kong and Peking observed that the child behavior is due in large part to the Confucian heritage, which insists on moderation, p[illegible] and tranquility in the home, with elders always obeyed. Ruth Sidel (Women and Children Care in China) writes that "Chinese children seem to profit from a consensus about how they should be raised. They suffer little of the conflicting advice that bombards American parents. Chinese teachers treat children just as their parents do, expecting "good behavior, cooperation and obedience."

V. Food, Food, Food

"For the people, food equals heaven." -- Ancient Chinese Proverb

It is absolutely imperative that any discussion of recreation, leisure and the general observations of China;e major pastime be centered on food, its production (the major enterprise of the country is agriculture), distribution (carts are carrying food everywhere in plain site of all), preparation (the slides will show the food is not only for consumption--it is for show), and consumption (allow considerable time for the 6+ course meals). China watchers report thusly: "...something fundamental about Chinese society: its perpetual obsession with food. Probably no other people, not even the French, lavish as much thought and attention on food, its production, its distribution, its preparation and, most important, its consumption." (Mathews, p. 307)

"...prodigious amounts of manpower are required to feed China's billion mouths: 80 percent of the work force are peasants, working full-time in the fields. In the United States, by comparison, the farm population makes up 3 percent...China counts its population in terms of "mouths" instead of "heads". The Chinese word "population" comes out ren kou, literally "man-mouth." (Mathews, p. 308)

Commitment to the Advanced Study of Leisure in the Pacific Rim

The University of Oregon, Department of Leisure Studies and Services instituted a special area of study in 1985-86. It is called the Program in Pacific Rim Studies in Leisure and Tourism. Briefly, there are five rationale for the development of such an area of study:

First, the program acknowledges the rapid expansion of both developed (i.e., Japan) and developing (i.e., Korea, China) countries in both travel, tourism and the expanded concern for and use of leisure.

Second, the program seeks to bring together two groups often distinguished by their different language proficiency; U.S. graduate students and their foreign counterparts who are interested in advanced leisure education. By commiting dedicated slots for selected graduate students from Pacific Rim countries, the program results in a think tank of advanced degree students who have experience in, and a commitment to, an expanded understanding of the differences and similarities of leisure betweeen these two broadspread cultures with lots of sub-cultural differences.

Third, the program will serve as a focal point for dedicated research in cross cultural research related to such areas as travel, tourism, economic development in the leisure markets, land use patterns, innovative program development, cultural variants and time use. This research is sorely needed and will fill a great void.

Fourth, the program will allow for the foreign student an opportunity, not only to study in the United States and at one of only a dozen or so doctoral degree granting institutions, but also will realize the added benefit of studying with their counterparts from other Pacific Rim countries. Of course, students from the United States will benefit from the diverse experience of this collective group.

Fifth, the overall value of this program will be the enhancement of understanding and the development of a network between leisure educators of North American and Pacific Rim countries; seminars, workshops, faculty exchanges, etc. can be an outgrowth of such a network.

Key Points and Observations:

To help augment slides, the following topic outline highlights key subjects:

Diverse Leisure Pursuits: Many and varied
- Taijiquan
- Strolling
- Shuttlecocks
- Gardening
- Chinese Chess - "xiengqi"
- Finger exercises

What Mathews' call "Escape" in their book One Billion
- Food
- The ARts
- Movies
- Music
- Reading
- Fund and Games
- Humor

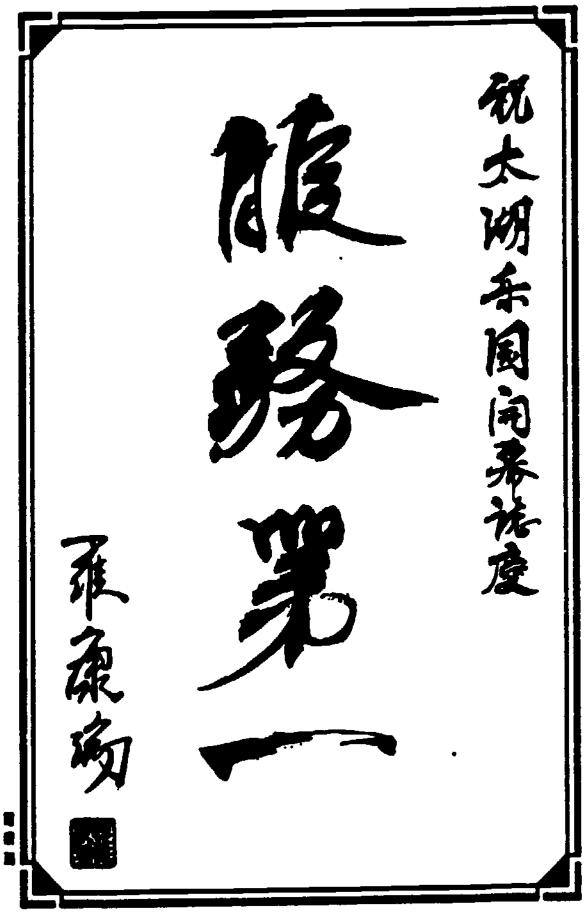
Impromptu Leisure Activities--a cultural phenomenon
Children's Palaces
Museums/Cultural centers 50,000 59 70,000 throughout the country; doubled in the past 5 years; 90,000 amateur drama troupes; 2 million performers (70,000 in rural areas)
Friendship Stores
Beijing and Shanghai differences
Golf-now three; two outside Hong Kong, one near Beijing
Amusement parks-all withing the past 5 years
English print materials of China--
- Beijing Review (North American Edition)
- China Pictorial (their Life Magazine)
- China Sports (their Sports Illustrated)
- China Reconstructs (very Nationalistic)
- China Tourism (like Nat. Geo.'s Traveller)

Trains and commerce outside of Shanghai
Ten an men Square
Mao's tomb
Guides: their collective support and individualism
National Symbols of accomplishment: Impressions of...
Madam PanDoe, first woman to climb Mt. Everest (Qomolangma Peak)
Madam Cho, Women's volleyball Captain; two Olympic gold medals
Wang Fuzhou, first man to climb North Face of Mt. Everest; General Manager China International Athletic Tourism Corp. and Secty. - General of the Mountaineering Association.

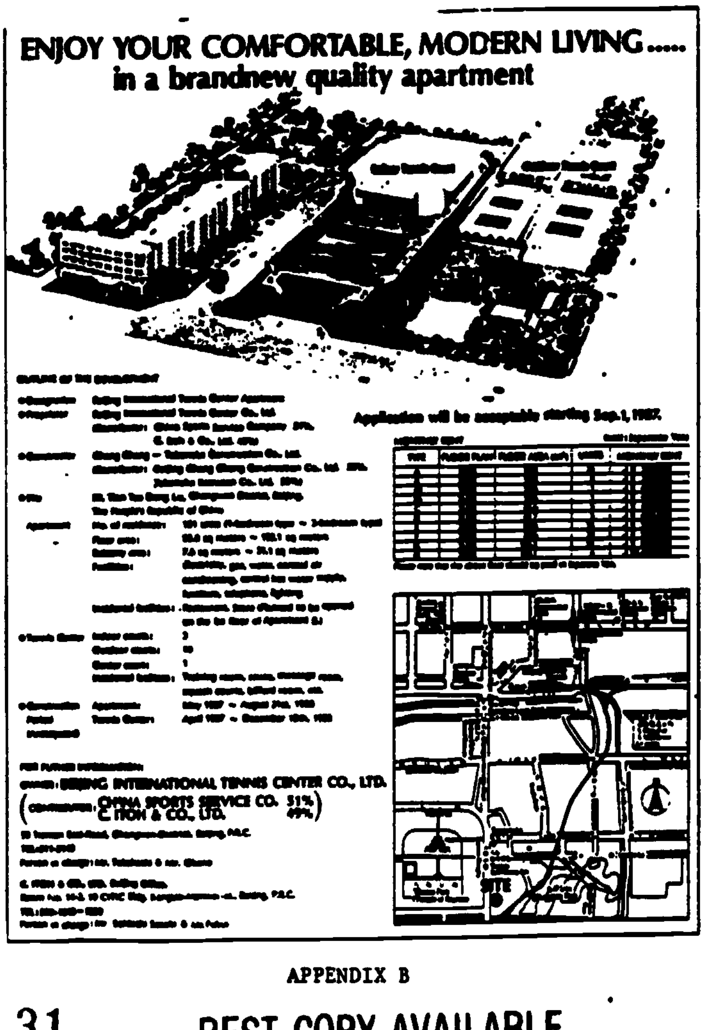
Appendix

As illustrations of the advancing economic (capitalistic) developments witnessed in The People's Republic of China attached are two example of the commitment made by the Chinese to focus on leisure management and contemporary principles. Appendix A is an advertisement from a brochure handed out to commemorate the grand opening of an amusement park in Wuxi, China. The large lettering says "...Quality Service Comes First." This could be the advice and counsel given by Peters and Watterman --the "prophets" of Excellence in Management.

Appendix B is an advertisement from the China Daily received in our room each day during our stay in Beijing. It shows the portion of an ad depicting apartments available near the Temple of Heaven. Note several points made by this ad. (1) this is in Beijing, China. (2) What Western influence does this show? (3) The Japanese investment is common and prominently displayed for both the apartment complex and the tennis center. (4) There are few single purpose recreation facilities in China; this is a relatively new development to have an indoor tennis court for tenants. (5) Note that the apartments are not for sale but only for rent. (6) While not specified, the structure in the lower right-hand corner is a proposed golf driving range; rare in a country with only three golf courses. Here again, the Japanese influence.



APPENDIX A



APPENDIX B

UTAH STATE PARKS - A LEGACY LOST?

John A Knudson, Jr. and L. Dale Cruse
University of Utah

Abstract

Utah has been blessed with an abundance of natural resources. The state is rich in unparalleled scenic beauty that is as varied as the interests of those who have come to enjoy it. This great naturel wealth provides unlimited opportunities for outdoor recreation. Residents and nonresidents alike have pursued and enjoyed these opportunities in a state park system that is nearly as diverse as the scenery and the recreational preferences of its visitore. For many years the Utah Division of Parks and Recreation has met the demand for services, provided facilities, and accommodated the changing needs of its clientele. In 1984-85 there seemed to be a crisis brewing right in our own backyard. Utah State Parks were in desperate need of help. Many park areas and facilities were seriously deteriorated due to heavy use and a lack of funding to make necessary repairs. Some were no longer able to meet health and safety codes. Many facilities had aged and were no longer able to meet the current recreational needs of park users. It was felt that some areas might have to be closed unless a financial solution to the crisis was found.

The Legacy

Our ancestors, the early pioneere, recognized the value of outdoor recreation. As early as the mid 1800's they began investing in the development of recreational sites on the Great Salt Lake. Leisure pursuits became an important part of the pioneer lifestyle. This legacy, established by our ancestors, is inherent in our own values and traditions. It is our responsibility to enhance and pass on the legacy to future generations. As was so eloquently stated by John Fitzgereld Kennedy, "It is our task, in our time, and in our generation, to hand down undiminished to those who come after us, as was handed down to us by those who went before, the natural wealth and beauty that is ours."

The Benefits of Recreation

Although it may be argued that substantial physical and psychological benefits may be derived from participation in recreational activities, it is obvious that there are extensive economic benefits. Total recreation expenditures in the United States are estimated to exceed $250 billion annually (AALR Reporter, 1986). Out-of-state tourism to Utah in 1986 generated just under $2 billion worth of expenditures. This provided $425 million in salaries for some 47,000 jobs, and over $110 million in state and local taxes. (National and State Tourism Study - Oct. 16, 1987).

Utah's future economic development is a high priority for Governor Bangerter and other key governmental officials. The state's natural resources will be the focus of this development. An increased economy and new jobs is a primary concern, as is the protection and enhancement of the quality of life for Utahn's and visiting friends. The essential contribution that state parks make to the overall economy is often overlooked. The economic benefits of recreational expenditures are significant locally, as well as state wide. As the recreational dollar is filtered through local businesses and communities, it's total value to the state begins to multiply many fold.

As Utah prepares to enter into a new period of economic and population growth, it is imperative that the economic role of our state parks and the importance of recreation and it's critical relationship to the development of the state's natural resources be emphasized.

The Creation of Utah State Parks

The state legislature must have been aware of the relationship between recreation, the economy, and the quality of life in 1957, when they created the State Park Board and the Division of Parks and Recreation. The Division's responsibilities were then, and are now:

1. To develop a long range comprehensive plan and program for the acquisition, planning, protection, operation, maintenance, development, and wise use of areas of scenic beauty, recreational utility, historic, archeological or scientific interests, to the end that the health, happiness, recreational opportunities and wholesome enjoyment of the people may be further encouraged.
2. To improve the economic stature of the state through outdoor recreation (Utah State Code 63-11-13).

Today, the Utah Division of Parks and Recreation maintains properties and facilities at 48 park areas, administere about 117,000 acres of land, and over 1.2 million surface acres of water, providing a wide variety of outdoor recreational opportunities (Utah State Parks, 1985). Our state park system represents a multi-million dollar investment and can be considered among the nation's most outstanding outdoor recreation estates.

The Crisis

Demand on state parks has grown from 549,524 visitors in 1962 to over 5.3 million in 1986 (Utah State Parks Visitation Records 1962-1986). Built primarily between 1960 and 1975, many parks are now deteriorating due to heavy continual use. As an example of this impact, the Division experienced a 150% increase in visitation, statewide, from 1974 to 1978. The regional breakdown for this period was: Northern - +311%, Central - +59%, Southeast - +150%, and Southwest - +116%. This dramatic increase in numbers of visitors coincided with the growth of the energy-development industry and an increase in tourism. Utah, having one of the nation's highest birth rates, was also a major contributing factor.

Many parks were simply not designed to handle the number of visitore or the types of activities, that they have been experiencing. Some areas were originally designed as multiphase projects to be developed beyond the first or second phases.

In an effort to accommodate unusually heavy demand the Division spent their budget dollars on basic visitor services and minor maintenance. Very little money was left for facility development or major repairs. The budget dollar's buying power decreased dramatically due to inflation. The state's general economy has taken a dip and budgets have been continually cut because of revenue shortfalls. The federal funds and job assistance programs, that were relied on heavily in the past, were cut or substantially reduced. In addition, in recent years flooding had severely damaged and/or closed facilities at several park areas.

In 1985-86 Utah State Park employees organized to bring this crisis situation to the attention of others. They spoke with governmental officials, the media, and the general public about the problem. It was painfully apparent that the system's renovation needs were extensive. A proposed rehabilitation program was critical.

The Future

A substantial investment has been made over the years to preserve, protect, and develop Utah's premiere outdoor recreational resources, to enhance the quality of life for residents and non-residents, and to improve the state's economy. There is a danger of losing it. We, as citizens, have a responsibility not only to preserve and add to our investment, but to pass on the legacy. The future of state parks, and to a degree our own future, rests on our ability to convey the nature and the magnitude of the current crisis to our legislative representatives. Recently, one million dollars has been made available for the next few years to address identified renovation needs totaling four million. This is a good beginning, considering Utah's current economic status. However, what is needed is a serious, long term financial commitment to stay with the problem until it is solved. The following statement by President Reagan may be a bit dramatic, but effectively sums up the situation. He states, "Our physical health, our social happiness, and our economic well being will be sustained only by all of us working in partnership as thoughtful, effective stewards of our natural resources."

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CHARACTERISTICS OF PEAK EXPERIENCES ATTAINABLE IN OUTDOOR SETTINGS

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Abstract

This paper summarizes major research findings by James, Bucke, Laski, Buchenholz and Naumburg, Maslow, and Csikszentmihalyi. Commonalities of optimal states are presented along with an analysis of those characteristics which are attainable through outdoor recreation pursuits.

Introduction

Deep thinkers from Plato to Aristotle to Sartre have acknowledged that people at leisure are at the peak of their freedom, their dignity, and their human potential. Outdoor recreation experiences provide opportunities for seekers of "solitude, adventure, exhilaration, challenge, inspiration, and wonder" (Beck, 1985). A primary goal of outdoor recreation managers is to maximize opportunities for visitor enjoyment (Brown, 1985).

General research on outdoor recreation experiences has focused upon such motives as social benefits (Klausner, 1971); escape from urban pressures (Driver, 1972), solitude (Stankey, 1972), and physical challenges (Newman, 1980). Although much has been learned about outdoor recreationists, conventional research has not indicated the overall significance of recreationist behavior to need-fulfillment (Schreyer, Knopf, & Williams, 1985). Traditional outdoor recreation research has not provided a coherent understanding of the character of the on-site experience (Knopf, 1983); particularly the phenomenology of optimal experiences attained by outdoor recreationists. Of the various benefits attributed to outdoor and wilderness recreation the "least resolved question" concerns the nature of the psychological response to the experience (Kaplan & Talbot, 1983).

In developing a cognitive perspective of satisfaction in response to outdoor recreation activities, the theoretical model of enjoyment and optimal experience (Csikszentmihalyi, 1975a) may be useful to recreation researchers (Schreyer, 1985; Dustin, McAvoy, & Beck, 1986). Csikszentmihalyi's theoretical framework is applicable to outdoor recreation research because of its orientation toward several outdoor recreation activities. However, it is noteworthy that the components of a "flow" experience (Csikszentmihalyi, 1975a) tend to overlap those qualities which comprise many of the phenomenological characteristics described in other studies on optimal experiences.

Optimal states have been described in terms of mystical enlightenment (James, 1958), cosmic consciousness (Bucke, 1969), ecstasies (Laski, 1961), intense pleasure experiences (Buchenholz & Naumburg, 1957), peak experiences (Maslow, 1962a), and flow experiences (Csikszentmihalyi 1975a).

Mystical Enlightenment

William James (1958) developed a psychological description of religious ecstasies composed of the following four elements: ineffability (incapable of expression), quality (based on the intellect), transiency, and passivity. James suggested that religious experiences inspire optimism and monism (the view that reality is a feeling of oneness with all things including the supreme being). James (1958) noted that religious experiences are not ordinary sensory experiences, but rather a special type of consciousness: "We may go through life without suspecting their existence; but apply the requisite stimulus, and . . . they are there." James indicated that religious experiences bring about positive changes in a person which he described as "mystical enlightenment."

Cosmic Consciousness

Richard Bucke (1969) described an ecstasy-induced state as "cosmic consciousness" in terms of sensory, emotional, intellectual, and physical components. Bucke emphasized the enduring personality transformation which results from an experience of ecstasy. According to Bucke (1969), the prime characteristic of cosmic consciousness is a complete understanding of the cosmos; "the life and order of the universe." This intellectual enlightenment consists of a state of moral exaltation and feelings of elation, triumph, assurance, and joyousness.

Bucke constructed a theory of the evolution of consciousness from the perceptual mind of lower animals, to the receptive mind of higher animals ("simple consciousness"), to the conceptual mind of humans ("self-consciousness"), to the emerging level of cosmic consciousness. From literary and biographical data Bucke analyzed 50 instances of cosmic consciousness. These case studies included chapters on Walt Whitman, Ralph Waldo Emerson, and Henry David Thoreau. Of particular relevance are descriptions of the intense relationship to nature of these men. In describing Whitman, Bucke (1969) noted:

> His favorite occupation seemed to be strolling or sauntering about outdoors by himself, looking at the grass, the trees, the flowers, the vistas of light, the varying aspects of the sky, and listening to the birds, the crickets, the tree-frogs, the wind in the trees, and all the hundreds of natural sounds. It was evident that these things gave him a feeling of pleasure far beyond what they give to ordinary people. Until I knew the man it had not occurred to me that anyone could derive so much absolute happiness and ample fulfillment from these things as he evidently did.

In descriptions of Thoreau, Bucke accounted for the man's addiction to solitude, love of mysticism, acuteness of senses, fellowship with animals, and moral elevation.

A Typology of Ecstasies

Marghanita Laski (1961) accumulated descriptions of ecstasy and inspiration from religious literature, other literary sources, and personal experiences. Laski developed categories for content analysis and determined that ecstasy incorporates feelings of gain (joy, glory, beauty, enhanced knowledge, unity, and salvation), feelings of loss (time, place, desire, self, sensation), and quasi-physical feelings (peace and calm). Laski classified the triggers which stimulated ecstasies into 11 categories including natural scenery, sexual love, exercise or movement, religion, knowledge, and creative work.

Laski developed a typology of ecstasies. "Intensity" ecstasies were considered the most common and were divided into three stages of increasing value. "Adamic" ecstasies were characterized by feelings of joy and renewal. "Knowledge" ecstasies were the result of knowledge attainment and were most often found in those persons in creative or academic professions. "Union" ecstasies consisted of a loss of sensibility and feelings of complete union. According to Laski (1961), "It is generally agreed that ecstasies in which the self is lost are better than those in which feelings of the self are not lost." This work provided evidence that "substantial and lasting improvements in outlook and personality" may be attributed to ecstatic experience (Laski, 1961).

Intense Pleasure Experiences

Buchenholz (1956) and Buchenholz and Naumburg (1957) studied intense pleasure experiences similar in description to those states of optimality investigated by James (1958) and Laski (1961). Buchenholz and Naumburg surveyed approximately 2000 people in formulating a comprehensive model of intense pleasure experiences. A mail questionnaire was utilized and responses tended to be brief, although the combined data resulted in a uniform model.

Buchenholz and Naumburg distinguished five phases of an intense pleasure experience as follows: preparation, initial, buildup, peak, and deactivation. The preparation phase initiated feelings of apprehension and excitement. The initial phase was composed of feelings of relaxation and lightness. The buildup phase included sensations of confidence, strength, and mastery. The peak phase was characterized by a complete immersion in pleasure and a loss of association with extraneous reality. The deactivation phase was denoted by feelings of contentment, fulfillment, accomplishment, satisfaction, and well-being.

Pleasure experiences were found to have specific motivating effects in terms of physical expression, a desire to achieve or attain mastery, and a desire to concentrate on the source of pleasure. Pleasure experiences resulted in increased self-confidence and a residual effect of "something added" to life.

Peak Experiences

Abraham Maslow (1962a, 1962b, 1970) was especially influenced by James, Bucke, and Laski, with later publications including reports on eastern religions and psychedelic research. Peak experiences were defined as "moments of highest happiness" (Maslow, 1962a). These experiences were attributed to a variety of episodes including mystical experience, creative acts, and aesthetic responses. According to Maslow (1970), the intensity of the experience was diverse: "It becomes possible to place the mystic experience on a quantitative continuum from intense to mild."

Maslow initially believed that individuals who have peak experiences, "peakers," were rare. However, he eventually realized that the way in which people were asked to report such incidents influenced the number reporting them. For example, people were more likely to recognize peak experiences if the interviewer provided examples and placed positive value on them.

Maslow developed a comprehensive phenomenology of peak experiences which included the following characteristics: 1. An object or action is perceived as a whole, detached from any relations or purpose. 2. There is full and exclusive attention devoted to the precept. 3. The object or event is perceived independently of any utility it may have. 4. Repetition of the experience results in richer perception. 5. The perception is self-transcending and egoless. 6. The experience is considered self-justifying. 7. There is a disorientation, forgetfulness, or transcendence of time and space. 8. The experience is always considered beneficial and desirable. 9. A perceived object seems absolute. 10. The cognition is passive and receptive rather than active. 11. The emotional reaction includes feelings of awe, wonder, reverence, and humility. 12. The entire world is perceived as a whole. 13. An object is perceived as both concrete and abstract. 14. Conflicts tend to be resolved. 15. The person has a compassionate acceptance of the world and of the self. 16. Perception tends to be difficult to classify and unique. 17. There is a temporary loss of fear, anxiety, and inhibition. 18. There is a relationship between the person and the world, so that perception of the person and the world is enhanced. 19. The person experiences a fusion of consciousness and unconsciousness. According to Maslow (1962b), "No subject reported the full syndrome. I have added together all the partial responses to make a 'perfect' composite syndrome."

The peak experience is considered a special cognitive state based on "B" (for "being") cognition. This orientation is different from either "N" ("needing") or "D" ("deficiency") states. Maslow's theory of a hierarchy of needs suggested that lower level needs must be met before higher needs emerge. Needs tend to progress from basic physiological needs through security, belongingness, self-esteem, and self-actualization. At the self-actualizing level lower needs have been met and perception is no longer based on need or deficiency. Peak experiences are attained at the level of self-actualization.

Flow Experiences

Mihaly Csikszentmihalyi (1975a, 1975b) studied the nature of enjoyment and developed a model of optimal experience. This model described the "flow" experience as one which "provides optimal challenges in relation to the actor's skills (Csikszentmihalyi, 1975b). When challenges are encountered which are greater than the actor's skills the result is anxiety. When skills exceed the available challenge then boredom occurs. When there is a balance between the demands of the challenge and the skills of the actor, then the flow state may be achieved.

Csikszentmihalyi studied the nature of enjoyment through interviews with individuals involved in hockey, soccer, spelunking, exploring, mountain climbing, handball, and long-distance swimming. Based on this pilot study other individuals were interviewed who were engaged in activities such as rock climbing, chess playing, composing music, modern dancing, and basketball. Based on this data, Csikszentmihalyi inferred the characteristics which make these activities rewarding to participants.

The flow experience is characterized by a merging of action and awareness: "A person in flow has no dualistic perspective" (Csikszentmihalyi, 1975b). This condition is attributed to a second characteristic of flow experiences—a centering of attention on a limited stimulus field. Flow, then, is the result of "pure involvement." A third characteristic of flow is a loss of ego or a state of self-forgetfulness in which "selfish" considerations become irrelevant. This characteristic is similar to Maslow's description of "transcendence of individuality" and "fusion with the world." A fourth characteristic of flow is the element of control over one's actions and environment. The fifth quality of the flow experience is that it includes noncontradictory demands for action and provides clear feedback to the actor. According to Csikszentmihalyi (1975b), "A person is not expected to do incompatible things, as he is in real life. He or she knows what the results of various possible actions will be." The sixth characteristic of flow is that it is autotelic (intrinsic) in nature with no need for external goals or rewards. Csikszentmihalyi (1985) stated, "The flow experience is unanimously described as being exciting, fulfilling, enjoyable—an experience that is rewarding in itself rather than being a means to some external reward." To summarize, flow (a term often used by respondents) experiences are represented by:

> a unified flowing from one moment to the next, in which we feel in control of our actions, and in which there is little distinction between self and environment; between stimulus and response; or between past, present, and future (Csikszentmihalyi, 1975a).

Commonalities of Optimal Experiences

This review of literature on various optimal states revealed several commonalities. An optimal experience often results in positive changes in a person and contributes to an overall sense of well-being. There is a feeling of unity with self, humanity, and nature resulting in a more positive outlook on life. The experience is defined in terms of complete attention and involvement to the exclusion of extraneous stimuli. A loss of self accompanies the experience and there is a sense of control with temporary loss of fear, anxiety, and inhibition. Ultimately, the experience is translated in terms of positive mood, joy, wonder, and excitement.

Euphoric Moments in Nature

From the perspective of the outdoor recreation resource profession it is significant to note that one of the several triggers which has the capacity to ignite optimal experiences is natural scenery (Laski, 1961). Bucke (1969) also noted the importance of nature in detailing case studies of cosmic consciousness. Furthermore, Panzarella (1977) in a study of the phenomenology of peak experiences in response to music and visual art found that nature scored highest in frequency of "other peak experience triggers."

From a general viewpoint, Farina (1974) noted that self-actualization could be considered as the end or goal of leisure. Furthermore, Jubenville (1976) indicated that recreational behavior can satisfy the self-actualization need. The psychological dimensions of a quality environmental experience include enjoyment, fascination, and perceptual changes (Kaplan & Talbot, 1983). The values of these experiences, including solitude and contact with nature, have been described in self-actualizing terms (Young & Crandall, 1984).

[illegible] (1970) suggested that the aesthetic need of self-actualizers is satisfied in nature and that this consequently promotes a sense of overall well-being. Scott (1974) speculated that nature artists and writers including George Catlin, John Muir, Henry David Thoreau, and Aldo Leopold attained self-actualization through wilderness experiences. Similarly, Graber (1976) elaborated and provided support for this speculation through analysis of works by nature writer Edward Abbey and photographer Ansel Adams in which both men reported transcendental experiences in nature.

Optimal experiences in response to leisure opportunities in natural surroundings have been described in nature writing as a "scenic climax" (McPhee, 1971), a "sunburst of the mind" (Olson, 1976), and as "euphoric moments" in nature (Schullery, 1984). Lopez (1986) expressed, "The conscious desire is to achieve a state, even momentarily, that like light is unbounded, nurturing, suffused with wisdom . . ."

A consistent finding of research studies involving wilderness experiences is the primary value attributed to the enjoyment of nature (Brown & Haas, 1980). The aesthetics of nature are considered extremely important and are perceived as more likely to occur in wilderness than in other environments (Rossman & Ulehla, 1977). Kaplan (1984) indicated that one major theme evident in a decade-long research program on wilderness perception and psychological benefits is the pervasive power of the wilderness environment on the experience. The results of the program are discussed in terms of wholeness, oneness, and a positive view of life and one's situation. These dimensions are similar to those elaborated upon in the review of literature on optimal experiences. In addition, these benefits signify a relationship to self-discovery and the provision of information about oneself. Kaplan (1984) concluded, "Wilderness may offer an extreme, and hence unusually clear perspective on some vital facets of effective human functioning."

The literature described above indicates that experiences in natural environments are highly satisfying and highly valued. From nature writers, to outdoor recreation researchers, to researchers involved with studies on the phenomenology of optimal experiences there is evidence that there is a relationship between outdoor experiences in natural settings and a powerful response to these experiences. Outdoor recreation researchers have determined many of the benefits attributed to outdoor recreation experiences. Many of the characteristics of optimal states may be attained through engagement in outdoor recreation activities. Further outdoor recreation research in the context of states of optimality should provide more evidence detailing how people operate within recreation environments in seeking optimal states. Further research will clarify the essential ingredients of the optimal experience in outdoor recreation. Ultimately, there may evolve a management philosophy of outdoor recreation resources which have qualities that promote deeply enriching experiences for humans.

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LEISURE AND THE CHANGING FAMILY

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The family and home are viable but altering institutions. The highly structured, complex society has remodeled the family in many ways, but is it for good or bad? The competitive work, the two income family, the environment, the affluence, the better educated child, the television, the printed page, transportation, the status pressures and other influences add a new page of leisure issues to the family album.

Diminishing Tradition

If individuals have a responsibility to prepare themselves for leisure, a heavy obligation automatically falls upon the household. "Family oriented activities like social clubs, the church and holiday gatherings don't enjoy the strength they use to," says Peter Muller of the University of Miami.

The struggle to meet the commitment to the family is a difficult one. To maintain traditions and encourage home centered activities is getting harder. Many two income families simply lack the time and energy for such things.

Diminishing dinners, even the evening meal, are areas where traditions for family unity is becoming an endangered species. It is often rushed to accommodate conflicting schedules. Now 38% of every dollar is spent on meals outside the home and experts see the figures rising to 50% before long.

"The home is not the center of life that it once was," says life-style expert William Lozer of Florida Athletic University. "It has become a quick filling station where household members get some of their needs met."

The Family

In present days of expanded leisure, the home, the oldest of our social institutions, must be ready for the challenge of educating for wholesome leisure and creative use of leisure time. Families are fun, can be fun, more emphatically families must be fun if they are to continue to maintain their proper responsibilities in the present social order. The home and the family are the basis for the development of proper attitudes.

Need for Family Unity

The present disintegration of the family life is caused by many social problems. Parents are having difficult times communicating with their children. Parents may shake their heads and place the blame on television, comic books, movies or the current social changes, but in reality, some of the blame must rightfully be directed at the home.

Jay B. Nash used to say that a father and son relationship must be gained with the baseball bat, the fishing rod and in the out-of-doors.

Education the Answer

Education efforts must be directed to the preparation of families for useful, resourceful and meaningful lives in the future of their children. Throughout the educational world there is a common effort to transmit to the oncoming generation of youth the rich heritage of ideas, skills and values, the basis for understanding how knowledge is acquired and developed to serve us, and the urge to add to what we now know and those things we could do and must do.

Homework

The family has been called one of the greatest privileges of mankind. It is certainly one of the primary institutions. Living together is a full-time job, and not always an easy one. As with many of society's institutions, the family is undergoing many changes. Its members dwell under a single roof, hopefully a home, not just a shelter. Because home is the first church, school and playground, it has not peer, potentially, in shaping at an early age the values, interest and skills of the youth. Parents must include guidance in play and recreation through the growing-up years, helping the child select the right toys and the right company at the right time.

It means making the home a recreation center comparable with other family functions. It involves parental patience, love and understanding. It implies exposing the children to the best of leisure pursuits, stimulating the rewarding good leisure habits as a wise parent does in helping to develop good eating, sleeping and working habits.

It is these qualities, coupled with a responsibility based upon an individual's moral accountability, that our society needs from its educated citizens. From this point of view we can never have too many of such educated citizens.

The Challenge

In conclusion, let us again emphasize the challenges to our profession by the following questions:

How to educate for leisure?
How great is the need for family unity?
What is the obligation of the parent?

To the consideration of these questions, let me state that it is a task which requires team approach, largely because it is aimed at balanced living and the achievement of personality at its fullest. It is a task of parents that involves more than the dispensing of physical affection; it is a challenge for educators that goes beyond academic studies; it is a challenge for clergymen that goes along with spiritual enlightenment; and it is a challenge for the recreation profession. This implies more than opportunities for fun.

Yes, to take these challenges will take a lot of doing, and the heart of the effect, of course, will be within the home, which is, as previously stated, the first church, the first school and the first playground. Here more than in other environments, the key is "example." The example set by parents who with their interest and knowledge, can direct their children in a desirable direction.

Whose Responsibility?

This challenge of how to educate the parent to take his responsibility for education for leisure must start by providing the awareness and exposure necessary so that a large share of the task will fall on educators, religious leaders, social groups and the professional recreator.

This discussion has not attempted to give answers to some of our present views of the profession, but rather it has attempted to raise the issue of the challenges to our profession in this area. The key is "example." The example set by parents, teachers, and professionals who, with their interest and knowledge, can direct their children in a proper direction.

CHILD GROWTH AND DEVELOPMENT THROUGH PLAY

by

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Abstract

Children's play environs have considerable potential for contribution to normal, healthy child growth and development. Properly designed play programs and sites may provide educational opportunities for children, assist them in the development of social skills, contribute to psychological-emotional stability, and certainly impact on the physical development of the child.

Is Play Important?

As responsible recreation and leisure services providers, we rarely lost sight of the rationale for the provision of the variety of programs we offer. The employee recreation director is painfully aware of the need to demonstrate the long-term effects of an employee fitness program on the productivity of company employees; the contract instructor whose programs are not generating the necessary revenue may find the need for continuation of such programs severely diminished in the eyes of administration.

For most of our offerings, regardless of the setting as commercial, private, public, voluntary, military or other, we can generally point to some qualitative or quantitative criteria as justification for our efforts in a particular direction.

Recent events have led to what might be perceived as a diminishing perspective on the reasons for the provision of play programs and environs for our children. Excessive injury rates on playgrounds have led to removal of many of our traditional play apparatuses, and fear of physical injury to children places rules and regulations on children's play that limit their potential for full and complete enjoyment or benefit. Play spaces that have been traditionally provided as substitutes for what many of us enjoyed naturally (swings and monkey bars for trees; metal slides for grassy slopes, etc.), and which were the last alternative for city kids, are now being removed without benefit of substitute.

It may serve us well to remember that provisions for play were and are being made for some very important reasons. Play is very important to the growth and development of children! They are not voters...do not represent a decision-making, politically powerful vote in any arena, and in many cases suffer the consequences of being powerless. Perhaps we need to fall back, regroup, and review the reasons that careful study of play spaces and programs are important.

Play Values

On close observation, it becomes evident to most of us who are interested in the welfare of children that much is happening during periods of seemingly frivolous and undirected play. Evidence of the educational value of play is obvious when we note that children acquire skills in the various "classes" we offer, that they learn behavior patterns and social skills as well as "rules and regulations" from coaches and recreation leaders, and that physically oriented activities result in sound bodies.

Less evident, for example, are the subtle gaining of knowledge of spatial relationships through maneuvering one's way in and out of, or up and over, or down and under a piece of complicated play apparatus; or information a child gains about him or her self with the loss of a competitive activity.

When children are at play, valuable contributions are being made to their education (Caplan & Caplan, 1973; Sutton-Smith, 1975) and to their psychological growth and development (Arnaud, 1975; Millar, 1968; Witmer, 1952). Play also contributes to the child's acquisition of social skills (Nauman, 1971; Duncan, 1962; Jersild, 1968). And few would argue that active, enthusiastic play does not help the child develop physically.

Given that the play of children is important to normal growth and development, many believe that there is a real need for the adoption of a new play ethic in the United States in order to bring about consideration of the value of playgrounds and play programs (Martin, 1978). In view of the fact that local government recreation practitioners are normally expected to provide for the majority of such amenities, it is believed that they should be the primary group at which efforts should be aimed through which to remedy play opportunity deficiencies.

Of extreme importance is the understanding of how much adequate play opportunities really matter to children. Without a good understanding of the values of play to youngsters, it is unlikely that efforts to improve play spaces in leisure services agencies will meet with much success.

Play and Learning

"Play, far from being as simple as it looks and as unimportant as it is often judged to be by adults, is in fact the child's major way of learning, from his earliest infancy" (Weininger, 1979).

In making a case for play as a contributor to the educational processes of children it is important to distinguish between theoretical learning and the learning of the practical, or of reality. The majority of the arguments for play as a contributor to learning are from the perspective of the pragmatist.

Our society has look traditionally to the schools as the most important guiding force in the education of children. This aspect of education constitutes the formal learning process characterized by Sapora and Mitchell (1961) as "books, formulas and symbols." Many play researchers and philosophers believe this process to be very strongly supplemented by what Sapora and Mitchell have indicated is the opposite of the schoolroom process. This they refer to as the "real persons, things and happenings" learning process

A considerable number of advocates of children's play, including educators, professional recreation and parks personnel and recognized authors in the field of child growth and development believe that the play of children is, and should be recognized as, a major contributing factor in determining what children learn about the world around them. They believe it is through play that children learn their true relationships to that world (Caplan & Caplan, 1973; Sapora & Mitchell, 1961; Stone & Rudolph, 1970; Weininger, 1970).

Weininger presents his feelings regarding play as helpful in the learning process of the child as follows:

"Play facilitates the [illegible]itive growth of the child by permitting him and e[illegible]ouraging him to do rather than being done to or being told what to do. Play is a learning process consisting of sequences involved in creative patterns like changing, designing, questioning, organizing, integrating, simplifying. Play involves judgmental patterns for the child like understanding, penalizing, combining, comparing, criticizing, evaluating, explaining, and many others. Play involves discriminative patterns such as defining, collecting, contrasting, choosing, describing, communicating, identifying, listening, ordering, matching, classifying, and many others. As the child goes through these patterns in play, he learns to be attentive to listen, to understand and to perceive, to interpret, and then to communicate; and along with this he also remembers what he has done because, for him, this behavior has been meaningful. It has not been a superimposed aspect of learning but rather has taken into account his particular developmental style and position" (1979).

The principal difference between the two processes described by Sapora & Mitchell lies in the relative merits of the theory of the classroom as opposed to the practicality of the play environment and the effects of each on the learning processes of children.

In the case of some play researchers there is belief that the schoolroom may indeed place second in importance with regard to the educational processes of the child. Caplan and Caplan (1973) state "play is a child's most dynamic manner of learning." Sapora and Mitchell (1961) wrote "Play is to the child what travel is to the adult." They believe that it is largely through play that children learn the realities of the world around them, what the physical characteristics of those realities are, and how they relate, both to the child and to each other.

Consciously and unconsciously, many concessions have been made for play in American education systems. In the early childhood setting it is obvious that we use play as the principal learning medium. From infancy through early childhood play and games are used to develop a wide variety of physical and intellectual skills in the child. However, if the children are left to themselves with such trial and error experiences in play they can experience a learning experience that is "casual, irregular and unsystematic." (Sapora & Mitchell, 1961). Therefore, when the ele[illegible] grades being, Sapora & Mitchell's "books, [illegible] and symbols" process beings. One can only speculate as to whether the abstract conceptualizations of the classroom are more important as an explanation of what happens in the real world, or whether play in the real world is most important because it brings to life the abstract conceptualizations of the classroom. Whichever is the case, the subtle regard for play as of value is obviously present, as we continue to introduce play-oriented activities in connection with the formal education process. Excursions and field trips add a touch of practicality and enjoyment to the formal education process. Visits to local museums, business and commercial establishments, factories, parks and other off campus locations facilitate learning. In addition, most schools offer some form of organized activities such as games, sports, dramatics, dance, singing and a plethora of organized groups and clubs. Though not necessarily connected with formal learning, they are certainly advocated by education authorities as an inherent part of the education scene.

Whether or not it is a conscious effort, educators, though they may define play as frivolous and a waste of time, frequently use play to reinforce the learning that occurs in the formal classroom.
Play, obviously, continues away from institutionalized education, and learning through play continues with it. It is here that the play environment takes on a particularly important role in child learning. It is apparent from the appearance of most school playgrounds that the prevailing attitude of school administrators is not one which considers the leisure and recreational time of youngsters to be intellectually constructive (Passantino, 1975). Most such sites continue to be sterile, concrete bound and unimaginative in design for child-function. Unfortunately this same situation exists to often in playgrounds that are established on public parks.

A host of contemporary play researchers are calling for the reconstruction of the community play scene. They believe that playgrounds should be designed to meet the mental and intellectual needs of children.

Sixty years ago Lehman and Witty (1972) found that the play patterns and activities of youngsters differed to a degree with their I.Q. They suggested that perhaps play schemes should be diversified and made more flexible, so that children might have the opportunity to play at a level appropriate to their mental capabilities. Nicholson (1970) concurred, indicating that the learning potential in play is directly related to the available diversity in play and that it is imperative that children have great numbers of what he calls "loose parts." He believes that the manipulation and control of variables in play makes important contributions to experiential learning.

"Play acts as a energizer and organizer of cognitive learning" (Arnaud, 1971). Through play children are encouraged to provide the energies and organization to control their own destiny, if only for the duration of the play experience. Martin (1972) goes so far as to suggest that through certain types of play children can improve both their ability to concentrate and to learn from the immediacy of their actions through what he refers to as "cognitive spontaneity").

Bengtsson (1972) contends that "learning is predicated on play," and that herein lies a valuable message for play planners in both schools and in public service agencies.

If we are to realize the true value of the play environment as an educational tool for our children we need, according to Martin, to "develop a play ethic...to complement the work ethic" (1978). In order to provide to our children realistic learning laboratories in their play experiences.

Play is the chief vehicle for the development of imagination and intelligence, language, sex role behavior, and perceptual-motor development in infants and young children. Development occurs naturally when healthy children are allowed freedom to explore rich environments (Frost, 1979).

If we choose to accept play as a valuable learning tool, and that it is important as a supplement to the classroom in promoting proper growth and development in children, then there may be a message here for our nation's playground planners. That is, that play is an ideal medium through which to enhance the intellectual development of children and that we must begin to realize that it has to be seen "as a part of the educational process, not simply as a means for letting off steam, amusing oneself, or passing time" (Stone, & Rudolph, 1970).

The Social Value of Play

When one considers a few environments through which the preadolescent age child moves, it becomes evident that in most cases these environments are almost totally adults controlled. Rarely are children left free to determine their own, independent courses of action and to experience the consequences of those actions as judged by their peers. The once exception to this is the playground, where the child is left free to experiment with entirely self-directed behavior and the subsequent results of that behavior.

In the playground setting, the child has the opportunity to experiment with social actions and to observe the results of those actions from a peer perspective. It is not uncommon for adults to overlook or tolerate an aggressive posture by a child. On the playground, however, the child's behavior is assessed from predominantly a peer point of view. There may be important implications for social learning by children in the elimination of such adult attitudes in the play setting (Caplan & Caplan, 1973).

Sessoms (1966) states, "Play is a major force in the development of the child's concept of self, the learning of social roles, and the acceptance of group norms." According to Hurlock (1972) "By planing with other children, the child learns how to establish social relationships with strangers and how to meet and solve the problems such as relationships bring."

Perhaps one of the more important roles of play in the social learning process of young children is its impact on role learning. Hurlock, for example, believes that children learn behavior appropriate to their sex while at play. She states,

"One of the greatest social values of play is that the child learns the appropriate patterns of the sex role that society expects him to fulfill. By pretending to be the people who embody the socially ap-

The process of imitation, of both peers and adults, is what some sociologists call "role learning and identification" (Neumann, 1971). It consists simply of observation techniques and repetitious operations whereby children learn the elements of the environment and their relationships, role and function within that environment.

In addition to providing guidance in the determining of roles commonly attribute to gender, the playground introduces the child to a plethora of experiences at cooperatives conformation to the rules that prevail in local child society. Away from the authority of the home or the school the child has an opportunity to voluntarily subordinate himself to mutually agreed upon rules (Duncan, 1962). This not only teaches the child cooperation, but encourages his input into the social order affecting his own environment. Children who rebel against adult authority will often submit to rules imposed by their peers, particularly if they have played a part in the formation of those rules (Jersild, 1975).

Play makes an important contribution to the moral training of the child. Although he learns at school what the group considers right and wrong, the enforcement of moral standards if nowhere so rigid as in the play group. The child knows that he must be fair, honest, truthful, self controlled, a good sport, and a good loser if he is to be an acceptable member of the play group (Hurlock, 1972).

Through play, the child learns that his abilities are and how they compare with others. This enables him to establish a more definite and realistic concept of himself. "Children bring different competencies, different experiences, and different beliefs to their play. Interaction with a diversity of playmates can serve to teach a young child a wide range of skills and ideas that might not be learned at home" (Newman, 1978).

Thus, though the play of children may on the surface, be seen as relatively unimportant and trivial from a human relations perspective, it may indeed be a primary source of social skills acquisition.

In his review of play research, Wuellner (1970) found evidence that numerous factors effect the amount and type of socialization that occurs in childrens playground. From the human point of view, the age, sex, I.Q., and social and cultural backgrounds of children have a bearing on the social process of play. Wuellner, however, found considerable evidence that not only the amount and type of play apparatus on the playground, but its complexity and functionality played a role in child socialization process.

For play planners this suggests the necessity for strong consideration of a wide variety of factors prior to acquisition and placement of play apparatus as well as the acquisition and development of playgrounds in general. Included in this considerations need to be a good understanding of the particular characteristics of the child populations that will be expected to make use of such sites.

When freed of adult influence in the play setting children begin a very real learning process relative to dealing with other human beings.

The socialization process in play is just as important as learning social conventions from adults. In many cases, such adult guidance is not suitable for children because it is insufficient preparation for dealing with the peer group (Caplan & Caplan, 1973).

In play, children have the opportunity to learn first hand about how human relationships work. As stated by Sessoms (1966) in play "the child learns to cope with his environment, to extend his reaches into the world shared by others."

Play environments should provide maximum opportunities for the realization of all of the learning potentially available to the child in this shared world.

Play and Psychological Adjustment

Much as the playground offers a social microcosm of the eventual adult relationships in which children will function, it also offers, or should offer, a miniature worlds in which children are provided opportunities to learn about themselves.

Through play, children may learn self confidence and self assurance leading to a positive self image. The child may use play to avoid painful experiences and create pleasurable ones "by creating a world of his own, in which he can order and alter events in such a way as to derive only pleasure" (Alderman, 1974). In addition, the child at play has the opportunity to move about and manipulate the real world, which provides the opportunity for control and mastery of the child domain.

According to Neumann (1971) play is seen by psychologists as a kind of adaptation process through which children experience the potential for structuring physical environments with which they can cope. In essence, through play children are offered the opportunity to feel capable by existing in environs which they may alter to meet their particular needs at a particular point in time. The situation that play offers is one where children can create for themself a no-lose set of circumstances in which they will always emerge successful, thus contributing to their own positive self image. As with social settings, this is a situation that does not often exist for children in any other aspect of their lives.

Given that Neumann's observations are correct, play environs should provide for manipulation by children in order that they might be given the opportunity to control this aspect of their lives, at least to a degree. With the realization of capability in such settings can emerge feelings of self-assurance and confidence.

Neumann also advises that one of the reasons that children find sand, water and mud so enjoyable is that they constitute manipulable materials over which children can exercise ultimate control. They may be shaped and formed to whatever the children want them to be. Yet, on conventional playgrounds as well as in the child's yard, rarely does the provision for play with these commodities appear to exist.

In the words of Witmer (1952) children are "looking for real worlds to conquer" by the time they reach school age. They are involved in a search for reality in their play. This is a point in time when play spaces outside the home and school take on a particular significance. They must, at this point, offer exciting, stimulating possibilities which include the potential for discovery, challenge and creativity by the child. "Experiences facilitate the growth of individuals while deprivation of experiences limits it (Miller, 1972).

Children may use play to strengthen an already highly positive self concept. On the other hand, play may constitute remedial activity for some children. In some cases children may use play to disguise problems or relieve anxieties connected with problems at home or in the school. They may use play to make up for "defeats, suffering and frustrations" (Erikson, 1940) occurring in other parts of their lives. According to Sapora and Mitchell (1961) play is an important way in which children establish self-concept, and thus "Becomes a major medium in reconstructing negative and distorted images into more healthful ones."

By offering, in the play scheme, the opportunity for children to select from a wide variety of potential experiences, they are allowed to select options at which they know they will experience success. When children, especially problem children, are allowed to make up rules and progress in play patterns that build their image of self through successful endeavor they are involved in what Weininger describes as a "natural and sensible way to develop a feeling of self worth" (1979). He indicates they reach levels of mastery over reality by being allowed to "function for a time in a narcissistic, almost omnipotent, way."

Finally, while at play children naturally are inclined toward movement, and with that movement comes healthy exercise for the child's body. "Anything that contributes to its physical well-being tends to enhance it psychological well-being" (Sapora & Mitchell, 1961).

Play spaces need to offer provisions for trial and error experiences. There is strong evidence that such experiences are crucial to the mental health of young children. Arnaud (1975) believes that play shared with other children can lessen "egocentrism" where this is a problem of the child. Most play observers have at one time or another witnessed the demise of an inflated ego through a challenge confronted in the play scene.

Thus it can be seen that play makes numerous contributions to the healthy psychological adjustment of the child. This should be considered in the design and construction of children's play spaces. As stated by Friedberg (1970), "Rich environments make for healthy personalities. Limit the environment and you limit the man."

An important conclusion that may be drawn here is that unstructured playthings strengthen a child's ability to feel capable (Caplan & Caplan, 1973). Feelings of ability to make changes in the environment are vital to the successful maturation of human beings. As play tends toward increasing challenge, increasing complexity and increasing need for others, so must our play offerings provide alternatives and choices vital to the growth process (Millar, 1968).

One of the problems we have with conventional playgrounds is that we often take control of them away from the children. We often leave little room for creative manipulation, and there is a subsequent loss of the potential for feelings of mastery, accomplishment or achievement. Once we have control we seem, for a variety of reasons, bent on providing systems that are totally unmalleable, that remove any semblance of power from the hands of our children. In addition we frequently go to extremes to protect our children from physical harm in the play setting only to deprive them of any sort of challenge or creative pursuit. If it is true that as you alter the environment so do you alter the man, we seem intent upon creating a generation that will need a mimeographed sheet of instructions on how to reach psychological maturity.

If children are to be given the opportunity to realize full potential for acquisition of characteristics such as self confidence, self esteem and entirely positive self image through play, our conventional play systems will need to undergo considerable change. It may be extremely important that immediate consideration by given to such efforts, as many of these qualities are acquired during the normal course of play (Weininger, 1972).

Play and Physical Development

Probably the best understood and most accepted value inherent in the play of children is that of its advantages toward physical conditioning.

In the U.S., this value is manifested in the variety of ways we lend credence to physical play activities for children. We encourage play periods in schools devoted to active play; provide apparatus for physical play in playgrounds; encourage youth sports and athletics and spend billions annually on a vast array of child-oriented athletic play apparatus and equipment. This phenomenon is evidenced not just in the local public agency involved in educa[illegible] . or in recreation and parks, but in many fam[illegible] as well.

It is evident from the most casual o[illegible] on that the one outstanding characteristic of [illegible] ren at play is readily observable movement (Bow[illegible]s, 1979). According to Aldis (1975) play stimulates activity in the young, and when this occurs, physical fitness is enhanced.

For the child, play is necessary for the development of coordination, motor skills and manual dexterity. It plays a major part in the development of the major muscle groups in a child's body according to Caplan and Caplan (1973).

"All the while, too, experiments are being made with the finer, more specialized muscles of the body; and the corresponding nerve centers are going through their process of development. The stunts of the playground (somersaults, chinning, balancing, etc.), the throwing, catching and batting of a ball (involving reactions of time and distance), along with wrestling and boxing, swimming, dancing, shooting with bow and with the sling, marbles, kite-flying, whittling, miniature housekeeping, collecting, and handicrafts, all testify to the child's perfecting his motor possibilities (Sapora & Mitchell, 1961)."

During the 1850's Herbert Spencer theorized that play was an instinctive activity for blowing off steam or using up excess energy not consumed through work. Such nervous energy can be built up even when muscles are inactive, for example when the child has been confined to the classroom or spends a considerable period of time in front of the television set. It is essential, then that adequate play provisions be made for the release of such energies.

Play also hold restorative powers for exhausted energies in fashions other than physical play (Neumann, 1971). It is just as important the the child be provided play opportunities in which physical involvement is limited, in order that the child's body may rest.

Each child naturally performs those activities his or her body needs. As children progress to various stages of capability, it is imperative that opportunities be provided for them, athlete and non-athlete alike, to engage in the physical pursuits necessary for strong development of the physique.

"Each age level needs to have its appropriate physical equipment and challenges so children can affirm their confidence in themselves while fully developing all their body skills" (Caplan & Caplan, 1973).

These trappings can be adequately provided through the provision of meaningful and appropriate play spaces. Such play opportunities need to take the form of diverse offerings in playgrounds which will enable a vast range of physical capabilities to be accommodated.

The conventional playground with its slides, swings, and merry-go-rounds fails to provide children of elementary school age sufficient diversity of opportunity for physical activity. The child who is not athletically inclined has little to move on to for physical play once proficiency or boredom with conventional play apparatus has been reached. Diverse challenging play environments may served to stimulate physical activity among non-athletic youngsters which will continue beyond the "slide and swing" years.

Hopefully this will create patterns that can be carried into physically active adolescence and adulthood.

Play <u>Is</u> Important

Even a fraction of truth in the preceding justifies careful planning for the provision of appropriate play spaces for children.

Such spaces need to provide peer group guided opportunities for play which encourage cooperation, sharing, the necessity for exercise of self-control and modification of behavior. They need to provide for manipulation and control for children so that they might experience exploration, creativity, and successful solving of problems, and they need to provide an array of "loose parts" and social contacts that provide a maximum of learning potential in the real world.

Those charged with the responsibility for the provision of children's play should also be charged with a complete understanding of the nature of the child, what the child requires in settings outside of the home and school, and what the variety of alternative play schemes are. No opportunity to allow children to explore the array of creative alternative play spaces should be ignored.

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CREATING A RURAL LIBRARY: THE MANZANITE CASE STUDY

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The North Tillamook Frieds of the Library, an ad-hoc citizens groups, was called to order. Jim Shields, a member of the board and leader of the fundraising efforts, surveyed the seven people on his committee. The funding for the Manzanite Library was nearly complete. Architect and board member Tom Bender had competed the drawings. The only remaining major problem in the plans was deciding which materials would be used for the roof. The members voted that the more stylish, longer lasting roof would be used even though it was more expensive.

That meeting was held in June, 1986. In July, 1987, the new Manzanite Branch of the Tillamook County Library System was dedicated, completing a 2 1/2 year community effort.

In 1986, I interviewed Jim Shields and asked him to explain how the small Oregon beach community of Manzanite got a library. Mr. Shields was more than happy to explain the sequence of steps that a private citizens' group, Friends of the Library (FOL), used in conceptualizing, planning, and completing this project. Here is the interview.

M.V.G.: What, in your estimation, makes a project such as this work?

J.S.: A champion, and that doesn't necessarily mean a single person. Actually I prefer a group and that's why the FOL was established. Someone needs to have knowledge of finances. Another person is needed to do some research, for example, where you need to go for help. When all is said and done, however, you need people that won't let a good idea die.

M.V.G.: Was there a need for a new library?

J.S.: Obviously the committee thought so. The existing library was a 180 square-foot quarter in the Pine Grove Community Center in Manzanite. It was "overbooked" and overused, and there wasn't room to house enough books for what we considered a quality library.

M.V.G.: Most community-based libraries are built with city supported funding. Why did your group seek private funding?

J.S.: The sources of funding stirred up a lot of controversy for Manzanite. To make a long story short, let's just say that the FOL Board and the City of Manzanite had differing opinions of the size and scope of the project. What we conceptualized as a quality library and what the city visualized as a quality library were two different things. We wanted a bigger building and a bigger lot. When that decision was made, the Board realized that we would be going it alone and would have to seek funds from private sources.

M.V.G.: How did you raise more than $100,000 in cash and (in-kind) services to qualify for the $98,625 federal construction grant?

J.S.: You name it, we tried it. Auctions, special meals, concerts, a public school "read-a-thon." The FOL solicited donations through pledge cards, a methods that brought substantial contributions of cash, property, and services from more than 450 people. Then there were people such as those in North Tillamook County Sanctuary District who laid a sewer line at no charge; the architect who substantially reduced his fees; the building who built the library for less than the estimated cost. Two people contributed $5,000 for the landscaping and a reference section in the library. The local newspaper contributed monies for every newspaper subscription received or renewed during a special subscription drive. A lot of in-kind donations were available. Everything and everyone helped. The fish and chip dinners were fun and successful.

M.V.G.: You were most proud, I hear, of the grant proposal you wrote to secure matching funding from the Oregon State Division of Libraries. What are the procedures for doing that?

J.S.: The FOL should be proud. The Division of Libraries has a grading scale on each proposal that they receive. It's like receiving the highest grade in the class (of proposals).

M.V.G.: But what did you do to get the highest grade?

J.S.: Research and excellent writing. There were four sections of the proposal that we had to address: (1) evidence that a new library would affect library service to the community, (2) inadequacy of the present facility, (3) need for a new facility, and (4) monies raised and in-kind services donated at the time of application for the library. Of the possible 100 points total, we received 67. That total was the highest of all library proposals submitted to the Oregon State Library Development Division that year.

M.V.G.: How did you go about writing each section?

J.S.: We divided the writing up among committee members according to their strengths and expertise. I handled a couple of the sections and our architect did the writing for the others. Actually, everyone on the committee did some research for the various sections.

M.V.G.: Now that the library project is almost complete what things would you do differently?

J.S.: That's a great question. Fortunately, I wouldn't do anything differently. The community was extremely supportive and flexible. As our plans unfolded on this project, we had to make several changes. The people from Manzanite, Tillamook County, and other areas adjusted to the new ideas and goals and told us to "keep going." They were great.

M.V.G.: Other rual communities may be contemplating building a library. Would you mind if they contacted you asking for assistance in their efforts?

J.S.: Not at all. We think we have built a wonderful facility, one that the residents of Manzanite and Tillamook County can be very proud of. We'd be glad to share information with other communities that want to build a library.

LEISURE, LAUGHTER, AND LIFE - ENHANCING INTEGRITY, BALANCE, AND PERSPECTIVE

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Abstract

Laughter and humor complement the classical perception of leisure, that is, the notion that leisure is a state of mind or an attitude toward life. This paper will discuss the importance of laughter as well as its influence upon our health and our capacity to learn.

Introduction - The Essence of Leisure

In a world which has placed an increased demand upon accountability, there seems to be a struggle among recreation and leisure professionals to justify the significance of leisure. Professionals such as John Kelly have described leisure as "an element of the rhythm of life, freedom, and self-development - all of which are important to the wholeness of human life." Kelly has further contended that leisure is good for people and benefits society in general.

After all the justifying and philosophizing, though, comes the realization that independent of its value and benefits, leisure just feels good.

Leisure Perspectives

In recreation and leisure curricula ranging from basic introductory classes to upper division courses, leisure educators discuss the three most common perceptions of leisure. Leisure can be conceptualized as discretionary time; as an enjoyable activity; or in the more 'classical' sense as an attitude or a state of mind.

Although the idea of leisure as free or unobligated time is the most common or popular definition among the general population, leisure educators will point out that anyone can have free time but not everyone necessarily experiences leisure during that time.

Another commonly accepted definition of leisure is leisure as an activity engaged in by an individual of his/her own volition for amusement or pleasure. There are at least two restrictions with this perception of leisure. First of all, it is sometimes difficult to determine if the activity is engaged in purely for pleasure or if it is a commitment.

The other problem with leisure perceived only as an activity is that this definition implies that leisure must be active in nature. This is simply not true. Passive or contemplative leisure can bring just as much joy as active leisure pursuits. As with the perception of leisure only as time, the perception of leisure as an activity is also limiting.

Leisure educators, after pointing out the limitations of the first two definitions of leisure, advocate a third conceptualization of leisure, that is, leisure as a state of mind. This wholistic perspective is philosophical in nature and is an attitude toward existence. Ironically enough, even though this is the 'classical' definition of leisure espoused during the Golden Age of Greece, it is the perception that most people today are least familiar with. Leisure, thought of as an attitude, embraces leisure as a lifestyle and advocates experiencing life with a sense of celebration.

The Challenge of Leisure

Unfortunately, in today's fast-paced, high-tech, excellence oriented society, approaching life with a sense of celebration is easier said than done. Life's pressures, whether they be self-inflicted or imposed by others can make it tough to live with a leisure lifestyle attitude. For example, the urgency of time perceived by modern man drives him to keep pace with the world around him. In a recent survey of 805 adults conducted by the Gordon S. Black Corporation in May of 1987, 70% said they don't have enough time to do the things they need to do. And what about those things they want to do?

This race against time along with other pressures commonly encountered, has led to the prevalence of stress-related conditions for many Americans. According to Dr. E.M. Gherman, stress may be the most serious life-threatening disease facing individuals in this culture. Two-thirds of all visits to family physicians are due to stress-related problems (Gherman, 1981).

Factors such as anxiety, pressure, and stress can make it difficult to live with a leisure lifestyle. The concensus among stress management experts seems to be that the key is not to strive to eliminate stress-causing conditions (which is impossible) but rather to develop the ability to cope with them more effectively.

A synergistic approach advocates a balance of the aspects of living to achieve a quality of life that is productive and satisfying. Thus, harmony and balance are achieved through an integrated approach which can be perceived as a leisure lifestyle. One means of enhancing individual balance and perspective is through the use of humor and laughter. We need to remember that life can be serious but need not be solemn.

The Power of Humor

The power of humor and laughter has been common knowledge among clowns and court jesters for centuries. By distracting us from worry and driving away glum thoughts, even if only for a few moments, laughter can brighten lives otherwise filled with stress, anxiety, depression and pain.

Laughing is good exercise, too. Norman Cousins called it "internal jogging." William F. Fry, Jr., one of the world's leading physiology of laughter researchers, stated that, "Mirth - in contrast to many other emotions - entails physical exercise." Heart and blood circulation rates soar, imitating the effects of an aerobic workout. Afterwards, these rates drop to below average, promoting relaxation. During laughter, muscles vibrate which provides an internal massage that breaks up tension (McGhee, 1979).

Researchers are now beginning to understand just what a laugh is, as well as what really happens during this complex event. Through the study of gelotology, the science of laughter, researchers are confirming what has been long suspected - that we're all better off with laughter in our lives.

Humor and Health

The medical community has already informed us that stress can cause disease and even death. Research has shown a link between emotional stress and conditions such as heart disease and even some forms of cancer (Moody, 1978). But what about the flip side of stress? If stress can have adverse effects, doesn't it follow that laughter and joy could maintain and restore health?

Humor has been found to have a "profound connection with the physiological states of the body," according to Dr. Raymond A. Moody. Moody believes that there is an anesthetic effect of laughter, "an inverse relationship between humor and pain." In other words, joy reduces suffering.

"The role of laughter and play is essential in health," says Dr. O. Carl Simonton of the Cancer Counseling and Research Center in Ft. Worth, Texas. As an oncologist, Simonton uses traditional modes of cancer treatment such as radiation. He also believes that patients can utilize their inner resources to fight their disease. That's where humor and play fit in. Laughter and play make us more flexible, more creative and give us greater desire to live. Of most importance, claims Simonton, "laughter, humor and play give us energy."

Laughter as a formula for health is not a new idea. Henri de Mondeville, a 13th century surgeon, told jokes to patients emerging from operations. In the 16th century, Richard Mulcaster, English educator, prescribed laughter as the appropriate medicine for head colds and melancholy (McGhee, 1979).

Norman Cousins, author of Anatomy of an Illness, believes that the human mind can be trained to play a vital role in both preventing and overcoming disease. Patients tend to move in the direction of their hopes and fears. Panic adds stress to existing diseases, whereas laughter and joy can dissolve desperation and hopelessness. Energy can be revitalized to cause a positive change in perspective. Humor and laughter can protect us from negative emotions and thus create an auspicious environment for healing. Laugher is good medicine.

Humor and Learning

Humor has long been a subject for literacy and philosophical comment. Cicero stated that, "Joking and humor are pleasant and often of extreme utility." It is believed by communications and public speaking experts that humor can enhance interest and aid in persuasion (Bryant & Wallace, 1984). According to William Brigance, "Apt anecdotes and brief humorous stories heighten interest and also reinforce serious points." It follows then, that if teachers use humor to increase interest then comprehension and retention could also be improved.

Laughter and learning go hand-in-hand: laughter maximizes learning. Humor and laughter capture and maintain attention and free up tension.

Incongruity is the basis for understanding the intellectual aspects of humor. The incongruity establishes some type of problem, and our curiosity encourages thought. It follows that it is possible to perceive in a situation of incongruity an opportunity for problem-solving. This is most certainly a mode of intellectual activity, and could be activated to enhance learning.

Researchers have found that humor or humorous attempts can generate student arousal and instructor charisma (Coats & Swierenga, 1972). Perhaps the use of humor is [illegible]ns of diminishing the perceived student apathy encountered in many American classrooms today. After all, as the entertainer Victor Borge said, "Laughter is the shortest distance between two people."

Leisure, Laughter, and Life

Only humans have a capacity for laughing at what seems funny. Gorillas and chimpanzees do laugh, but only when tickled (Brody, 1983). The reaction is purely physical. With humans, laughter is the result of humor or amusement as perceived by the brain. Humor invites people to the here and now and brings us pleasure. Humor and laughter enhance inner balance.

Laughter and humor complement the classical perception of leisure, that is, the notion that leisure is a state of mind or an attitude toward life. How we look influences what we see. Laughter and leisure can operate tangentially to provide a positive life perspective. This perspective is a means of honoring one's direction and maintaining one's integrity. John F. Kennedy wrote, "There are three things which are real - God, human folly and laughter. The first two are beyond our comprehension. So we must do what we can with the third." Leisure should encompass a lifestyle laced with laughter and a playful attitude.

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CORPORATE/NON-PROFIT PARTNERSHIPS: Special Olympics Case Studies

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Corporate Responsibility Reconsidered

The notion that a corporation has a responsibility to return something to the community in which it does business has become a widely-accepted concept in this country.

Unfortunately, the corporate/non-profit marriage usually only takes into account the needs of the non-profit partner. But, as with any marriage, recognition of the needs and concerns of both partners leads to a healthier longer-term relationship. To achieve this mutual understanding each partner has to "tell it like it is" - to let the other party know what it really needs and wants from the association.

The Traditional Approach

Appeals to corporate America to invest more money in charitable and arts organizations have spawned corporate-giving budgets and staffs across the country. Often the dollars allocated to causes reflect personal preferences of a board member or CEO. The business is deemed a "corporate angel" even though the contribution to the cause may have received little consideration as to its propriety and effect on, or relationship to, the business concerns, needs and objectives of the donating corporation.

Nevertheless, such contributions have increased nearly tenfold during the last three decades (not counting for inflation) from $343 million in 1951 to over $3 billion in 1983. While such contributions are significant, one has to wonder whether that $3 billion - as compared with nearly $57 billion given by the non-business sector during the same period - could have been greatly increased if solicited on a more business-like basis.

Toward More Mutually Beneficial Relationships

With tighter budgets at the federal, state and local levels, demands on corporations for dollars to fund needed programs have increased dramatically.

Under federal law, the maximum amount of charitable contributions legally deductible by a corporation is 10% of its net pre-tax profit. Thus, a company with pre-tax income of $100 million could contribute up to $10 million to charities and receive full tax benefits. However, the 1980 average was closer to only $50,000 per year.

Why? By charter, corporations are in business to make a profit. And if charitable contributions do not somehow compute in tangible business returns, businesses are hard pressed to invest substantial dollars. In fact, under the various state laws governing corporations, directors and officers can be called on the carpet by shareholders who question the extent and value of corporate contributions they feel lack well-founded business purposes.

Charitable contributions would likely be much more substantial (and tax deductible if, for instance, they came out of an advertising or marketing budget and were determined to be ordinary and necessary business expenses) if they could be viewed as enhancing the well-being of the corporate contributor, as well as the non-profit recipient.

There are many existing relationships between the corporate/non-profit sector which are mutually beneficial. The following three examples illustrate this precedent.

Case #1: Proctor and Gamble/Special Olympics

After some direct involvement with the 1980 Winter Olympic Games, P&G asked its ad agency to look for a civic or charitable relationship that would have some of the same excitement of the Olympics, as well as opportunities which would fit into P&G's diversified advertising and promotional plans.

The agency came up with the Special Olympics, a non-profit organization located in all 50 states and 60 foreign countries, which provides mentally handicapped people with opportunities to live better through the vehicle of sports. The agency sent over a Special Olympics film which, according to Bob Wientzen, manager/promotion and marketing services for P&G, "touched me. I was overcome by seeing the mentally handicapped in action."

However, as a business with a strong advertising orientation, Wientzen was quick to recognize that if P&G could tie into Special Olympics' national network and communicate through it, enormous advertising and marketing benefits could be realized. As Wientzen indicates, "The cause has universal appeal drawing sympathetic reactions and the organization has enormous 'networking' capabilities."

The P&G/Special Olympics started out using coupon promotions for four or five P&G brands. Continuing today, P&G uses 25-cent or 30-cent coupons that say "Support Special Olympics" and which indicate that P&G will make a 10-cent contribution to Special Olympics for each coupon redeemed.

Appealing both to altruism and consumer self-interest, the coupon program also has ancillary elements. P&G makes donations to Special Olympics on behalf of the best in-store display. The participating stores pile up P&G brands and make elaborate signage, giving the brands enormous exposure while also resulting in "display winner" contributions being made to Special Olympics.

P&G measures effectiveness of these promos in a variety of ways. First, the number of product shipments just before the coupon drop are monitored against how much product is sold during the "drive" period. Additionally, P&G brands' Nielsen shares are noted.

While the results of these in-house marketing surveys and promotional measurement information are kept confidential, external measurements suggest great success. Over the five years of the P&G/Special Olympics relationship, P&G has expanded significantly the number of brands involved in the promotions, and its contributions to Special Olympics have approached $5 million.

Describing the opportunities in the relationship with Special Olympics, Wientzen said, "it would be hard to imagine something as big as the promotional relationship with Special Olympics, with the coupon program and the national network of the organization." P&G comes at this relationship from every angle with lots of advertising, supplemental materials and an involved sales force which has become dedicated to Special Olympics. "The program has worked for P&G, the grocery trade and the sales people," said Wientzen.

Case #2: Coca-Cola/Children's Miracle Network Telethon

An ardent and long-time supporter of Special Olympics, Coca-Cola USA also takes an active fund raising role for children's hospitals around the country through the Children's Miracle Network Telethon and the Dance America Video Dance Marathon.

The Telethon is aired in more than 100 major markets and all monies generated by the "phone-in" campaign stay with the hospitals in each of the "transmitter cities."

The Dance America Video Dance Marathon is an extension of the telethon, but in this case, it appeals to youth, an important Coca-Cola market, who through dance sponsorships generate monies for the hospitals. Rick Dees of "Solid Gold" fame is the national host brought into local venues via satellite.

Money is raised and benefits are realized by a variety of businesses in the chain as follows: Coca-Cola bottlers take promotional materials and pledge forms to local convenience stores. The bottler requests that the retailer put up a large case display of Coca-Cola along with accompanying materials. In turn, the retailer and bottler receive the benefit of local radio promos. The station promos say: "Pick up your Dance America pledge form at your local 7-Eleven store where Coke is sold and come on down to the Dance America Video Dance Marathon and help raise money for the Children's Hospital."

Everybody up and down the chain benefits. "The bottlers extend their relations with the local children hospitals, retailers benefit from the media plugs and Coke gets great national exposure," said Deborah MacCarthy, project manager, brand presence department, Coca-Cola USA.

Coke's benefits include recognition at the national level through the charity, bottler and product involvement locally and substantial product sales. Additionally, volunteers from Coke-sponsored charities help place displays in stores during the promo period. "What is good for business, i.e., displays and resulting product sales, also helps raise money for these vital causes," said MacCarthy.

Case #3: AT&T/Olympic Torch Relay*

Probably the most compelling example of corporate/non-profit partnerships in recent times was the successful 1984 Olympic Games in L.A. The ultimate special event, the Games were financed by the private sector and showed a surplus which has or will be distributed to various non-profit causes.

AT&T underwrote the costs of the Olympic Torch Relay which brought the symbol of the Games to the people and helped raise money for young athletes.

Through a system of sponsorship of "legs" of the Relay, $11 million was generated to help young people at YMCAs, Boys Clubs, Girls Clubs and Special Olympic Chapters across the country who train in and enjoy Olympic sports. Through its sponsorship, AT&T participated in the largest private youth sports fund-raiser in the history of the country.

Why the enormous contribution of personnel, equipment and money on AT&T's part? Bill Higgins, then AT&T's project manager for the Relay and now division manager/carrier services for AT&T, said the company saw an opportunity for the U.S. business community to pull together and help put on the Games.

But in pursuing involvement in the Olympics, people at the company also saw the positive exposure AT&T could gain during its difficult divestiture period.

Exhaustive post-Games tracking studies were conducted to see what people knew about the Olympics and Torch Relay and how they affected customer views and behavior. According to Higgins, the results indicated an "unprecedented degree of public awareness of and linkage between AT&T and long distance services." This contrasted with similar studies done prior to the Relay in early '84 which did not show the same linkage. Higgins said AT&T sponsorship provided measureable business benefits for AT&T.

The Lessons: Working Toward Common Goals

The major challenge to corporations and non-profit organizations seeking corporate sponsorship is to start coming to grips with the fact that there has to be more than just pure altruism for these relationships to develop and prosper. There must be tangible business benefits in the relationship for the business partner.

"Non-profit organizations can't expect companies to invest thousands of dollars if the non-profit doesn't also produce," said P&G's Wientzen. Non-profits must approach businesses with a set of mutually beneficial plans in mind. Wientzen said today's non-profit organization seeking substantial business commitments should say, "Here is what we can do for you," and should be in a position to prove it.

Several charities that approach P&G have their own data bases with membership-related information, and that often is proof enough.

Wientzen's colleague at P&G, Mike Henties, manager, corporate sales coordination in the customer services division, takes it the next step. Henties advises that non-profits make strategic approaches. "Understand the company's advertising/marketing/promotional objectives and how the non-profit can marry these objectives." said Henties.

"A non-profit must structure its proposal in terms of the business priorities of the company being approached," said Higgins. "In the case of AT&T in the pre-1984 period, we were trying to establish an identity among other things as 'long distance.' The Torch Relay was an opportunity to establish AT&T's role in the long distance connection."

Naturally, a non-profit should not lose sight of its own goals and become submerged under the objectives of the sponsoring corporation. These relationships must be mutually beneficial. The corporate and non-profit bottom lines must both benefit.

*Attorney Joel Fishman was director of the Olympic Torch Relay for the LAOOC. He currently runs Joel L. Fishman & Assocs., a PR and fund raising business.

THE STATEWIDE STUDY OF UTAHS PUBLIC AQUATIC ADMINISTRATION PRACTICES

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Abstract

Of concern to many parks and recreation administrators is the ability to compare their agencies services to the services of similar agencies throughout the state. This information is helpful in making fiscal, personnel and program decisions as well as justification, prioritization and strategy management concerns. A statewide study was made of forty public administrated aquatic facilities to develop statewide averages and comparative ranges in such areas as registration procedures, student placement, demand and use pressures, fiscal management, personnel matters, program offerings, program mechanics, and future perspectives. The following represents the results of this summer 1987 study.

Registration Procedures

The great majority of aquatic facilities in Utah register students through the walk-in methods (see Chart 1) A second methods used, but only occassionally, is a phone-in system with very few agencies using a mail-in registration method.

Mail-In	Phone-In	Walk-in
5%	10%	85%

Chart 1. Registration Procedures

The majority of agencies allow student registration anytime prior to the start of classes, with another large percent limiting registration to one-week in advance of the lesson start point. Less preferred times are either one month in advance or two days in advance of the start of lessons.

Anytime Prior to Start	1 Month in Advance to Start	2 Days in Advance of Start	1 Week in Advance
43%	14%	14%	29%

Chart 2. When Allowed to Registed

Half of the agencies indicated that the student could register for more than one session at a time. More than a third of the agencies allow students to register for either one session at a time or more than one session at a time.

One Session At a Time	More Than One Session at a Time	Both
14%	50%	36%

Chart 3. Number of Sessions at Registration Time

When a parent is allowed to register a child for more than one class at a time, the question usually arises, "How does the parent know which class to register for and also, if registering for future classes, how does the parent know if the student will pass the first class." Approximately one-third of the agencies allow the parent to make the decision with approximately half of the agencies allowing the instructor to make the decision. About one-fifth of the agencies conduct a first day test to determine student placement.

Parent Judgement	First Class Test	Instructor Judgement
36%	18%	45%

Chart 4. Determination of Student Placement at Registration Time

The most perferred method of registration priority is the first come, first served basis. The respondants indicated that this seemed to be the most fair way to handle registration, but it did require "standing-in-line" and some citizen frustration.

First Come First Served	Resident Priority Over Non-Resident	Alphabetical By Last Name
93%	7%	0%

Chart 5. Registration Priorities

Pool Demand and Use Standards

When asked if the current number of public pools provided by their agencies meets the demand of citizens, the majority of agencies indicated that it did.

Yes	NO
71%	29%

Chart 6. Does Pool Meet User Demand

However, when analyzing those communities in which they felt demand was met, the pool ratio was almost twice as high as those communities that felt that demand was not met.

NO	YES
1 Pool Per 22,000	1 Pool Per 13,555

Chart 7. Pool Per Resident Ratio Based on Demand Need Being Met.

A statewide pool per resident standard was developed based upon the current provisions. It is interesting to note that the N.R.P.A. recommendation of 1 pool per 20,000 residents is essentially reflected in the state of Utah.

Indoor	Outdoor	Total
1 Pool Per 50,000	1 Pool Per 42,000	1 Pool Per 24,238

Chart 8. Pool Per Resident Ratio By Type and Total

Despite the limited length of summer swimming season in most of the state of Utah, the majority of pools are outdoor with very few pools using the year round bubble style.

Indoor	Outdoor	Bubble
42%	53%	5%

Chart 9. Pool Type By Percentage

Fees and Charges

An attempt was made to determine statewide averages and ranges for the typical income sources for fees and charges. In many cases the range for fees is extreme, but the averages did not seem to be impacted by either extreme highs or lows in statewide ranges.

Income Source	State Average	Range
1. Team/League	$50.00 per yr/per Member	$25.00 - $150.00
2. Swim Lessons	$17.00 per Session	$10.00 - $ 25.00
3. Open Swim	Adult $1.86, Student $1.15, Child $1.02	---------
4. Lap Swim	90¢ Per Visit	.25 - $ 2.50
5. Handicapped Swim	50¢ Per Visit	Free - $ 1.00
6. Exercise Swim	2.80 Per Class	$1.00 - $5.00

Chart 10. Average Fees Charges By Income Source

An effort was made to determine what rental sources were used as income generators and what percent of the agencies used those rental items. Also determined was an average rental charge for those items. There was an extreme range in the school contract rental agreement, but most other sources were rather standardized.

Source	% of Agencies That Use Source	Average Rental Charge
1. Suits	43%	70¢ Per Use
2. Towels	50%	28¢ Per Use
3. Group Rentals	68%	$47.81/hr.
4. School Contracts	56%	(Range from $27.50/hr to $93,000 per year)
5. Life Jackets	18%	41¢ Per Use
6. Inner Tubes	18%	$1.00 Per Use
7. Lockers	68%	25¢ Per Use

Chart 10 B. Rental Income By Source

Agency Affiliation and Instructor Certification

The great majority of agencies use the American Red Cross program as their guidelines for pool safety, instructor performance and program design. A few agencies have developed an in-home safety program.

American Red Cross	YMCA	Other
93%	0%	7%

Chart 11. Safety Affiliation Relationships

The majority of agencies require their instructors and lifeguards to be certified water safety instructors, with other agencies requiring CPR and First Aid Certification. About one-fifth of the agencies have developed their own instructor/lifeguard training program.

Certification System	% Of Agencies
1. WSI	81%
2. CPR	18%
3. First Aid	25%
4. Own Training	18%

Chart 12. Agency Certification of Instructors

Program Offerings and Mechanics

All of the agencies surveyed follow the program design as suggested by the American Red Cross. Additionally, other types of classes are offered of varying degrees of frequency. The population served seemed to alter the extent of these additional course offerings.

Type of Class	% Use	Type of Class	% Use
Beginning 1	100%	WSI	31%
Beginning 2	100%	Mom-Tot	50%
Beginning 3	100%	Diving	43%
Adv. Beginning	100%	Adult Instruction	18%
Intermediate	100%	Scuba	25%
Swimmers	100%	Boy Scout	25%
Adv. Life Saving	50%	Preschool Classes	13%

Chart 13. Type of Classes Offered By Agency

The types of classes that were not offered included primarily those which required additional equipment, expertise or safety considerations.

Type of Class	%
1. Scuba	31
2. Diving	37
3. Baby Swim	12
4. Synchronize	6
5. Lifesaving	6

Chart 14. Type of Classes Not Offered

The length of the lessons during the summer was usually two weeks long with the winter lessons lasting one week. Note that winter lessons were also two weeks and eight weeks in length but that summer lessons did not exceed six weeks.

Season	1 Week	2 Week	6 Week	8 Week
Summer	18%	62%	6%	0%
Winter	31%	12%	6%	12%

Chart 15. Length of Swimming Lesson Classes By Week

The most common length of a lesson during the summer and winger was 45 minutes. The next most typical length was 40 minutes in summer and 30 minutes in winter.

Season	30 M	35 M	40 M	45 M	50 M
Summer	12%	6%	24%	50%	12%
Winter	18%	0	6%	37%	16%

Chart 16. Length of Lessons By Minutes

Personnel Standards

The average number of students per instruction for swimming lessons was determined as well as the minimum number of students per class and the maximum number of students per class.

Minimum	Maximum	Average
4.2	7.2	6.2

Chart 17. Student Per Swimming Lesson Class

The state average for swimming instructor per student ratio was determined. This figure represents the ideal figure suggested by aquatic directors.

1 Instructor to 6.8 Students

Chart 18. Swimming Instructor to Student Ratio

The average number of personnel per employment category per pool site was determined. The lifeguards and instructors were used in both capacities in most instances. There was an extreme range in number of employees, but again this represents a function of the size of pool and population served.

Personnel	Average	Range
*1. Lifeguards	14.8	4 - 45
*2. Instructors	14.8	4 - 45
3. Maintenance	2.4	1 - 6
4. Managers	2.0	1 - 4

*Maybe included in same group

Chart 19. Personnel by Category Per Pool Site

The number of lifeguards on deck during lessons, open swim and lap swim was computed. Note the difference between open swim supervision and the other activities supervision.

Lifeguards	Average	Range
1. Lessons	1.4	1 - 5
2. Open Swim	5.2	1 - 13
3. Lap Swim	1.2	1 - 4

Chart 20. Lifeguards on Deck Per Activity

Budget and Fiscal Management

The average operations and maintenance costs as well as capital expenditures was determined. The revenue generated was also determined. Note that excluding capital expenses, revenue and operations costs are almost equal.

Yearly Budget	Average	Range
Operations/Maintenance	$101,216.75	$34,000 - 200,000
Capital Expenditure	33,444.00	0 - 70,000
Revenue	$ 96,300.00	30,000 - 250,000

Chart 21. Yearly O/M, Capital and Revenue

The cost per resident for operations and maintenance and capital expenditures was determined by divided population served into the cost figures. The revenue generated per resident was also assessed. Again the average aquatic facility in Utah loses approximately 12¢ per resident for normal operating expenses. When capital expenditures are included, then a loss of $1.16 per resident is the average.

O/M Cost Per Resident	Capital Costs Per Resident	Revenue Generated Per Resident
$3.13	$1.04	$3.01

Chart 22. O/M, Capital, Revenue Average Per Resident

To describe what percent each income source represented of the total revenue generated the following chart is presented. It should be noted that there are ten basic revenue sources with general tax fund representing the major source of income, with open swim, lessons and school contracts representing the other major sources. Because each agency uses a variety of sources, the total percent exceeds one-hundred percent.

Income Sources	Average	Range
1. Lessons	33%	4 - 80%
2. Open Swim	34.5%	15 - 72%
3. Exercise Program	2%	0 - 5%
4. Group Rental	6.8%	2 - 25%
5. Team/League	5.2%	2 - 10%
6. Lap Swim	5.6%	0 - 10%
7. Handicapped	3%	0 - 5%
8. School Contracts	27%	0 - 30%
9. Equipment Rental	3%	0 - 6%
10. General Tax Fund	39%	0 - 40%

Chart 23. Percent and Range of Yearly Income By Source

Participation and Activity Rates

The most frequently used method of aquatic facility participation is by open swim with school programs a distant second. Swimming lessons and lap swim were similar to each other with other types of participation following thereafter.

Rank	Activity	Average	Range
3	Lessons	3,326	900 - 15,000
1	Open Swim	55,285	3,000 - 350,000
6	Exercise Program	1,278	0 - 7,500
5	Group Rental	1,308	0 - 4,000
7	Teams/Leagues	729*	30 - 1,200
4	Lap Swim	3,155	0 - 10,000
8	Handicapped	503	0 - 3,000
2	School Program	7,520	---------

*One community maintains an extremely high league participation program which skewed the average upward. Range excluded community.

Chart 24. Participation Rate By Activity.

The Future

The last issue was to determine what the major trends are in the future or perceived by aquatic managers as well as serious concerns and current outstanding qualities. The following narrative are those perceptives.

1. What major trends in aquatics do you see emerging in the future?

Away from traditional pool facilities to more recreational and multifaceted use orientation. The traditional pool concept is dead!!

Status Quo

We have seriously looked at building an indoor pool in cooperation with the school district.

Variety in equipment to make the facility more. User fee supported so the facility will be run more like private business.

More usage as citizens learn to enjoy the water.

Dimminishing role waterslides, more classes in aerobics for older people and increased handicap use.

Lesson times varied because of year round school.

Water parks.

More demands for specialty groups. Water exercise, diving, scuba, sycronize swim, swim teams, lap swim, in other words, more individualize attention required.

Community theme pools. Community pools becoming more.

I don't know. Each day is a surprise and each city and council different.

No diving boards (of course, this is happening now).

Radical design in pools structured more for play.

Increased fees as cities return to subsidize heavily.

We will have to build or repair our pool. Size too small and we need many repairs.

2. What is your most serious concern in aquatics management?

Safety, economic viability, longevity/diversity.

Liability is intense.

Responsible well managed lifeguards - people are sue happy.

Nothing jumps out as serious. Board of Health rules/ regulations out dated and unreasonable.

SAfety of participants and quality of instruction.

Safety of the citizens using the facility.

Obtaining qualified personnel and political mismanagement towards funds.

Liability. Enjoyment for patrons.

Safety!

Liability - producing revenue to justify self. Meeting increasing public demand. Professionalizing lifeguards.

Maintenance. Staff training - liability.

Safety - making sure pool is safe and staff are trained and alert.

Safety

Liability issues and claims.

Finances. Pools don't operate in the black. Keeping the pool outside fixed for the next summer.

3. Are there any outstanding aspects of your program that could be helpful to know about?

Organization is fundamental to a successful swimming lesson program. Screened, well-trained teaching instructors.

Possible our record keeping and computer system and the mechanical aspect of our pool is upbeat and switching to bromine vx gas chlorine has been a plus.

Ratio of number of persons in the community to those that participate is very high.

I have enclosed our summer schedule and programs plus cards earned in swimming lessons.

Variety. Small instructor/student ratio. Flexibility in scheduling.

Offer as much variety as possible. Operate like a business as much as possible. Eliminate the high overhead services.

We do require Red Cross Lifeguard Training within six months of hire date. I think the additional training is good.
Well-rounded programs.
We feel we have a good over-all facility and programs.
Would love a copy of the study to see areas where we might improve.
Our teaching has been a great plus - we fill classes after two days of registration.

YEAR ROUND SCHOOL / YEAR ROUND RECREATION

Glen C. Parker, Brigham Young University

For many years educators and parents have raised concerns about the need to improve our nation's traditional educational practices. Changing life-styles, parental roles, family structures, and growing economic demands all contribute to the desire and need for educational reform. Year-round education is considered by many to be the most educationally sound and economically feasible solution to many of the problems of our current public school system. This innovative concept in education is rapidly growing in popularity across our country, though the concept itself creates many new concerns for the varied families of our modern society.

Year-round education is viewed as providing a framework in which education reforms can occur. It provides a vehicle by which the school system can become more cost effective while enhancing educational programs. Those two concepts themselves are attractive to many teachers, administrators, and patrons. Year-round education provides more options for teachers, often allowing them longer contract times, and providing higher salaries. Hopefully, this factor will draw more and better teachers to the profession. Year-round education also meets a growing demand from taxpayers for more efficient use of school resources and facilities. Limited classroom space can be used to the optimum by staggering enrollments, to accommodate more students with existing facilities. Funds that were traditionally used to provide and maintain facilities may now be used to enhance and improve the educational curriculum and programs. In addition to the monetary benefits, the shorter "off-track" times will help with learning retention, and eliminate much of the reteaching that is done at the beginning of each school year. Statistics are proving year-round education successful, and practitioners indicate this concept will continue to grow both in numbers and quality.

While acknowledging the benefits of year-round education, we must also recognize the concerns for the many families involved. Families will have a wider selection of vacation times available to choose from, _if_ all their children are in year-round programs, and _if_ the children are all on the same track. If elementary-age children are on a regular track of 40/15, for example, they would attend 40 consecutive school days, then be off for 15 consecutive vacation days with this pattern repeating itself throughout the year. Traditional junior and senior high school schedules often do not correlate. In addition, Mom and Dad must be able to schedule their vacation time accordingly. Statistics show that 58 percent of children ages 6-13 live in households where both parents work, and 68 percent of children those same ages live in single-parent households (U.S. News & World Report, Oct. 27, 1986). These numbers indicate that vacation time schedules may not always mesh, and the concern of what to do with children during off-track time arises. Year-round education does require increased parenting responsibilities for those off-track times, but many parents view this as a conflict rather than a challenge to their skills and dedication as a parent.

Still, the popularity of year-round education is growing, and for many, the traditional three-month summer vacation no longer exists. This fact presents concern, challenges, and opportunities for those involved in recreation and leisure services. Existing recreation programs must be modified if all participants are going to be able to continue their involvement. Activities that have been scheduled before and after school hours may not be greatly affected, but activities such as swimming, tennis, outdoor education, and summer-camp programs, must be evaluated in a different light.

In an evaluation of the year-round education program of the Cherry Creek School District in Colorado (Feldman, 1983), over one-third of the respondents indicated that they had been inconvenienced in their vacation plans. This was especially noted in families having children in both elementary and more advanced grades. Concern was expressed about lack of things for children to do during the off-track times (especially during the winter months) in organized community activities. Supervised play is invaluable to working parents. In the Cherry Creek School District, a recreation enrichment program was developed in cooperation with the Aurora Recreation Department. This program offered various kinds of recreational activities at affordable prices for children on vacation. It was necessary to alter some of the existing schedules of recreational activities to fit within the off-track blocks of time. A little creativity and flexibility, coupled with a school district and parents who were looking for some innovative scheduling of non-traditional programs, were necessary to accomplish the needed changes.

A similar off-track recreational program was developed in the Provo School District, Provo, Utah. In this program, the students could go back to the school itself for enrichment classes in such areas as sports, computers, and even cooking. Nominal fees were charged and some students were able to ride the regular bus to the school. In addition, recreation programs were offered during specific hours at nearby parks or playground areas. In order to do this, existing schools must have additional rooms or facilities to accomodate this type of innovative program, but it is working for this Utah community. The city recreation department does not finance the program, but they do work closely with the school district in supportive and advisory roles.

Another area of consideration for the year-round education community involves youth agencies and private program facilities. A large number of youth agencies offer summer programs for those involved in the traditional nine-month school. Summer residence camps have been popular for decades. Year-round schools could lessen the demand for summer programs; but on the other hand, a year-round demand could be created. The idea of year-round residence camps is a new concept, but one that holds many exciting possibilities.

At the present time, a pilot program for an "off season" residence camp is being developed by the Brigham Young University Alumni Association Camp at Aspen Grove in Provo, Utah. Its concept was developed directly in response to growing recreational demands by the onset of year-round schools in the area. Aspen Grove is a beautiful winter, as well as summer, camp facility, and could provide a wonderful opportunity for educational and recreational growth year-long. The Aspen Grove Academy, as the pilot program is called, is designed to be a residential educational camp for youth in an environment of adventure and excitement.

It is not designed to be a remedial or clinical correctional facility or program, but it is specifically to meet demands created by the year-round schools that are becoming more and more popular in Utah.

The Aspen Grove Academy is sponsored by the BYU Alumni Association and is designed to work closely with the various public school districts, the BYU College of Physical Education, and the BYU Department of Recreation Management and Youth Leadership. A youth leadership faculty member is the operations manager of the camp, and draws from BYU students for his staff positions. The dormitory-style housing for the Academy accommodates 30 to 40 youth at a time, and additional housing is available in smaller sleeping cabins. The comforts of home are available, but the classroom setting is the great outdoors! Supervision will be provided by the BYU students/counselors, many of whom will receive college credit along with their employment.

The Aspen Grove Academy will offer a flexible academic program, largely emphasizing outdoor education experiences such as cross-country skiing, rapelling, ropes course activities, snowmobiling, outdoor cooking, nature hikes, ecology, natural science, astronomy, leadership skills, and other activities depending on the season of the year. Sports facilities such as swimming pools, racquetball, tennis, and walleyball courts are also available.

The Aspen Grove Academy is only one type of recreational year-round camp which could be created. Popularity of such programs will be known only with time. But our society is changing, and non-traditional lifestyles demand non-traditional programs for leisure time. Planning year-round recreational programs must be a cooperative effort on the part of all community members who are affected. Community officials, school districts, youth and recreation agencies, parents, and the kids themselves must all be consulted to plan program, determine funding, and continually evaluate the implemented programs. As more and more year-round schools appear in the communities of our nation, it will be necessary for both the public and private sectors to adjust to the demands created by these life-style changes. But with proper planning and implementation, year-round school will be beneficial to us all.

UTAH'S RECREATION LEVY--A HOCUS POCUS?

By Burton K. Olsen, Ph. D.

Introduction

What has been the amount school districts, counties, towns, and cities have acquired from the "Recreation Mill Levy" during the last five years?

Significance

Utah law states that "any city, town, school district or county" may levy a "recreation mill levy" without going through a referendum. Do you really know how much this is or how the money has been utilized in our area? We are attempting to find this out.

State Laws

Listed below are those laws we find that pertain to recreation and the schools. We list them for your reference and information.

Title 11, Chapter 2, Section 1
Powers of Local Authorities May Establish and Acquire Property For The governing body of any city, town, school district or county, may designate and set apart for use as playgrounds, athletic fields, gymnasiums, public baths, swimming pools, camps, indoor-recreation centers or other recreational facilities, any lands or buildings owned by such purposes; and may, in such manner as may be authorized and provided by law for the acquisition of lands or buildings for public purposes in such cities, towns, counties and school districts, acquire lands and buildings therein for such use; and may equip, maintain, operate and supervise the same, employing such play leaders, recreation directors, supervisors and other employees as it may deem proper.

Title 11, Chapter 2, Section 2
May Provide Entertainment Facilities for Citizenry. Such local authorities may organize and conduct plays, games, calisthenics, gymnastics, athletic sports and games, tournaments, meets, and leagues, dramatics, picture shows, pageants, festivals and celebrations, community music, clubs, debating societies, public speaking, story telling, hikes, picnics, excursions, camping and handicraft activities, and other forms of recreational activity, that may employ the leisure time of the people in a constructive and wholesome manner.

Title 11, Chapter 2, Section 3
Recreation Board--Authorized. Authority to supervise and maintain any of such recreational facilities and activities may be vested in any existing body or board, or in a public recreation board, as the governing body of any city, town, county or school district may determine. If it is determined that such powers are to be exercised by a public recreation board, such board may be established in any city, town, county or school district and shall possess all the powers and be subject to all the responsibilities of the respective local authorities under this chapter.

Title 11, Chapter 2, Section 4
Number of Members--Selection--Term. Such recreation board shall consist of five persons. When established in a city of the first or second class two members shall be selected from the board of education of the school district therein, and when established in any county two members shall be appointed from the board of education of that county; provided, that in counties having two or more school districts, one member shall be appointed from each county school district therein. The members of such board shall be appointed by the appointing authority of the city, town, county or school district and shall serve for a term of five years and until their successors are appointed; provided, that the members first appointed shall be appointed for such terms that the term of one member will expire annually thereafter. Vacancies in a board occurring otherwise than by expiration of term shall be filled in the same manner as original appointments for the unexpired term. The members of recreation boards shall serve without compensation.

Title 11, Chapter 2, Section 5
Id. Chairman, Secretary and Other Officers. Each recreation board shall elect its own chairman and secretary, and shall appoint all other officers necessary, for a period of one year; and may adopt rules and regulations for the conduct of its business.

Title 11, Chapter 2, Section 6
Cooperation Between School Districts and Cities, Towns and Counties. Any board of education of any school district may join with any city, town, or county in purchasing, equipping, operating, and maintaining playgrounds, athletic fields, gymnasiums, baths, swimming pools and other recreational facilities and activities, and may appropriate money therefor.

Title 11, Chapter 2, Section 7
Expenses of--How Paid. All expenses incurred in the equipment, operation, and maintenance of such recreational facilities and activities shall be paid from the treasuries of the respective cities, towns, counties, or school districts, and the governing bodies of the same may annually appropriate, and cause to be raised by taxation, money for such purpose.

Local Joint Agreement
Joint Agreements by local school and municipal authorities are becoming common. Some communities hesitate to bind themselves to written agreements and therefore operate on verbal agreements and some do so very effectively. The trend, however, is to put these agreements in writing, thus they become more lasting and are especially helpful as personnel changes are made.
Usually these agreements cover such areas as acquisition and development of areas and facilities, program responsibilities of each agency, leadership, finance and jurisdiction. In some communities joint agreements cover only one phase of a program such as a swimming pool. More often they cover all foreseeable needs for community and school to work together.
The purpose of local joint agreements is to conduct more effective programs at reduced costs to the tax payer. Experience has proven the wisdom of municipal and school officials working together for the good of all citizens.

Title 11, Chapter 2, Section 8
Donations To. The governing body in any city, town, county or school district may take charge of and use any grounds, buildings, or other facilities which may be offered, either temporarily or permanently by an individual or corporation for playground and recreational purposes; and may receive donations, legacies, bequests or devises for the establishment, improvement

or maintenance of recreational facilities and activities. All moneys so received shall, unless otherwise provided by the terms of the gift or devise, be deposited in the treasury of the city, town, county or school district to the credit of the recreation fund, and may be withdrawn only in the manner provided for the payment of money appropriated for the acquisition, improvement, operation and maintenance of playgrounds and other facilities and activities. Utah Code, Annotated, 1963, Vol. 5

Title 53, Chapter 21, Section 1
At School Buildings and Grounds. There shall be a civic center at all public school buildings and grounds where the citizens of the respective school districts may engage in supervised recreational activities, and where they may meet and discuss any and all subjects and questions which in their judgment may appertain to the educational, political, economic, artistic and moral interests of the citizens of the community; but such use of public school buildings and grounds for such meetings shall in no wise interfere with any school function or purpose.

Funds expended for community education shall be used to support the concept that the schools belong to the people and to find ways to engage the community in determining the role the schools shall play in solving individual and community problems. Utah Code 53-7-21.

Title 53, Chapter 21, Section 2
Expense, How Borne. Lighting, heating, janitor service and the services of a special supervising officer when needed in connection with such use of public school buildings and grounds shall be provided for out of the school funds of the respective school districts. Such use of school buildings, property and grounds shall be free; provided, that in case of entertainments where an admission fee is charged, a charge may be made for the use of such property.

Title 53, Chapter 21, Section 3
Boards of Education to Control--Supervising Officer. The management, direction and control of such civic centers shall be vested in the boards of education of the school districts. Said boards shall make all needful rules and regulations for conducting such civic-center meetings and for such recreational activities as are provided for in Section 53-21-1, and may appoint a special supervising officer who shall have charge of the grounds, preserve order, protect the school property and do all things necessary in the capacity of a peace officer to carry out the provisions and the intent and purposes of this chapter.

Title 53, Chapter 21, Section 4
Use of School Property for, May be Denied. Whenever in its judgement a board of education deems it inadvisable to permit the use of such school property for the purpose requested, it may refuse the use of such school property for any other than school purposes.

Title 53, Chapter 21, Section 5
Use of Schoolhouses for Other than School Purposes--On Condition. All boards of education may permit public schoolhouses, when not occupied for school purposes and when the use thereof will not interfere in any way with school purposes, to be used for any other purpose that will not interfere with the seating or other furniture or property, and shall make such charges for the use of the same as they may decide to be just; provided, that the district shall be at no expense for fuel or service of any kind for any such use or privilege and that public schoolhouses shall not be used for commercial purposes.

Recreation Mill Levy

Checking with the "Annual Report of the State Superintendent of Public Instruction-Utah State Offices of Education" we find the total revenue from the recreation mill levy for the State of Utah since 1981 are as follows:

Year	Rec. Mill Levy	Total Local Revenue
1985-86	$5,695,640	$6,988,251
1984-85	$4,675,728	$5,790,952
1983-84	$4,155,311	$5,594,047
1982-83	$3,661,681	$4,696,825
1981-82	$3,237,174	$4,250,046

Recreation Mill Levy by County

Do you know how much money is being assessed by your school district for recreation? Is it really being used for recreation? What is the breakdown of expenditures relating to revenue? Listed below are those amounts by school districts since 1984. Information for the 1986-87 year is currently not available.

District	1984-1985	1985-1986
Alpine	$171,770	$500,881
Box Elder	$194,896	$238,121
Carbon	$ 69,337	$ 78,803
Daggett	$ 15,954	$ 17,894
Duchesne	$ 48,826	$166,404
Grand	$ 23,246	$ 17,118
Granite	$1,386,179	$1,477,852
Iron	$101,821	$108,741
Jordan	$278,466	$279,800
Juab	$ 9,494	$ 13,660
Morgan	$ 18,570	$ 55,931
Nebo	$177,173	$195,389
N. Summit	$ 22,042	$ 80,141
Park City	$ 94,878	$153,590
Rich	$ 27,658	$ 26,351
San Juan	$224,192	
S. Sanpete		$160,605
S. Summit	$104,035	
Tintic		$ 4,089
Tooele	$111,2[illegible]4	$119,685
Uintah	$170,599	$396,281
Wasatch	$ 21,500	$ 28,643

District	1984-1985	1985-1986
Salt Lake	$794,082	$830,760
Ogden	$121,110	$234,760
Provo	$241,625	$242,299
Logan	$ 99,472	$ 94,104
Murray	$147,599	$155,904
Total	$4,675,728	$5,695,640

Conclusions

We ask again how much money is being spent for recreation in your school district, county, town, and/or city through the "Recreation Mill Levy"? Are the funds being appropriately spent for recreation? We wonder.

FAMILY REC. FOR FAMILY WRECKS

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Abstract

One has but to look around themselves to discover the signs of deterioration in the American family. Each time you listen to the radio, pick up a newspaper or turn on the television you hear of stories regarding families that for one reason or another are not coping with the pressures of today's society. The questions that professionals in the field of recreation must ask are: what influence would quality recreation programs have on these families, if they were to be involved? How can we promote family recreation as a viable solution to some of the problems facing the American society? The answer to these questions is not simple and yet it is also not impossible. If we are spending one-third of our waking hours in some form of leisure pursuit the problem is not one of the amount of time available, but of the quality of the leisure pursuits during that time.

Background

The "traditional" nuclear family that includes a father, mother and children living together has become almost a thing of the past. The traditional family is now in the minority. It is believed that only one in three households today is a nuclear family (Papalia, 1986). In addition to this fact, there are a number of other facts about the family that must be understood if effective family recreation is to become a feasible part of any program offerings. Adah Parker Strobell identified a number of these facts in a presentation made at the 1987 NRPA conference, they include:

-The number of one-parent families is increasing faster than the number of two-parent families.

-One out of six children (about ten million) live in a single-parent family; 87 percent of these families are headed by women and 13 percent by men.

-Delinquency rates among children ages 10 to 17 have increased 130 percent since 1960.

-Drug use by teenagers is the highest for any industrialized nation.

-Over the past 25 years the divorce rate has tripled.

-In the wake of divorce, the standard of living of the ex-wife falls by 73 percent, while that of the ex-husband rises by 42 percent. (Strobell, 1987)

Role of Recreation in the Family

With all these changes being placed on the family can recreation really make a difference? J. B. Nash thought so, he recorded in the book <u>Philosophy of Recreation and Leisure</u>,

> "One of the most important needs in community recreation is for more effective and diversified family recreation activities...a significant underlying cause of delinquency appears to be a lack of family cohesion and recreational interests shared by parents and children. Clearly effective programs of family-centered recreation build ties of unity, understanding and warmth that are essential for both children and parents" (Kraus, 1984)

Family relations and human development specialists agree with recreation professionals on the point that recreation activities pursued during leisure can have a profound impact on the solidarity of that family. The challenge is found in the ability of families to select those activities that will contribute to a positive family structure (Orthner, 1975).

Family Recreation Programs

Programs for families are offered by many different organizations and in many different facilities. One of the biggest challenges to these programs is the inability to meet the needs of the family itself. Many programs could be adapted for various ages, but are not flexible enough to be used for all ages at the same time and therefore are not appealing to families. The key to good recreation planning is to not only program for the different age levels, but also the diverse interest between and within family groups. Because of the diversity of interest between families, a wide variety of family recreation possibilities must be available. Another concern in recreation programming is to be cognizant of the different levels of income between families and to provide a quality program for all levels of financial income. These challenges are especially difficult for publicly funded recreation programs, because of the need to offer programs that will stay within at least a break-even budget. This may eliminate some of the high risk programs and programs with additional capital needed up front for equipment and trained instructors.

Independent or commercial recreation facilities are also beginning to recognize the need and desire of clientel to involve the whole family in programs being offered. One example of this trend is found in a Los Angeles sports club. The sports club experimented with a new program called "Family Day". "Each Sunday, members are encouraged to bring their children to the club for a full line up of activities, ranging from brunch to parent-and-child aerobic classes." (Brox, 1987) This increase in family participants stems from the baby boom generation growing older and wanting their families involved in activities together. For the commercial club industry the need is a result of the club member still wanting to participate but now also wanting his child enrolled in a swimming program or other activity while he is at the club. Private clubs that at one time restricted use to single adults or at least adults with no children realize that their pool of clientel is shrinking.

> "Since 1980, the young adult population has been on a steady decline; during the past six years, the number of 14-17 year-olds has dropped by 8.9 percent, and the number of 18-24 year-olds has fallen by 7.6 percent; simultaneously, the number of people 25-34 has jumped 15.4 percent, while those in the 35-44 category has grown by an astounding 29 percent. The U.S. Census Bureau estimates that for at least the next 10 years, the number of young adults will continue to decrease." (Brox, 1987)

The club industry is not the only recreation entity offering family recreation programs. Besides the traditional city recreation programs, YMCAs, Jewish Community Centers, and even universities are targeting families as a potential marketing group.

Activities offered by the different organizations show great creativity and variety. Dr. Adah Strobell made a list of these activities and put them into categories. The following is a list of some of the activities identified by the author. This list is not a comprehensive list by any means and may not be applicable or possible in all situations.

Food Related Activities
- Taffy Pulls
- Making Homemade Ice Cream
- Cookouts and Barbeques
- Crab Feasts
- Gourmet Cooking
- Making Apple Cider

Mobility Type Programs
- Bicycling, (Mountain Biking)
- Roller Skating and Ice Skating
- Car Rallies
- Auto mechanics for parents and their children
- Hiking and Caving
- Canoeing, rafting, kayaking
- Horseback Riding
- Sailing and Boating

Adult/Child Hobbies
- Stamps
- Railroading
- Refinishing furniture
- Woodworking
- Ceramics and Pottery
- Gardening (indoors and out)
- Sewing, quilting, rug making

Sports/Games
- Swimming
- Bowling
- Volleyball
- Croquet
- Golf
- Archery
- Trust and Initiative Games
- T-Ball
- Tennis

Nature/Historical Activities
- Star Gazing
- Camping/Backpacking
- Bird Watching
- Visits to nearby Historical Sites
- Insect Collecting
- Animal/Pet Care and Training

Music/Dance/Drama
- Music Appreciation
- Social Dancing
- Making movies (Video or 8mm)
- Folk, Square, Round Dancing
- Story Telling
- Theater or Plays
- Puppetry
- Family (Sing, Orchestra, Band)

Arts and Crafts
- Sculpturing
- Leather Work
- Photography
- Chocolate Making
- Painting (Oil, water, chalk)
- Kite Making and Flying
- Candle Making

Special Holidays and Occasions
- Christmas Tree (Cutting and trimming)
- Pumpkin Carving
- October Fests
- All Fools Day Celebration on Clowning
- Family Carnival
- Planning Family Reunions

Suggestions for Recreation Leaders

Regardless of the programs offered, it is important that the recreation leader is familiar with his own clientel and the community they live in. We must know what Godbey calls the "occupational community" (Godbey, 1985). The occupational community means that people who are members of the same occupation or work together have some sort of common life together and are, to some extent, separate from the rest of society.

Recreation leaders need to educate parents on how they can use family recreation programs to bring family members closer together. For example, a highly competitive sports program between family members may not be the most healthy choice for encouraging family unity. Sports activities can be adapted to develop and nurture closer relations by modifying some of the components of the sports. Such modifications as changing the rules for one member of the family or demanding extra performance from another will help promote involvement and not discourage it.

Finally, the recreation leader must incorporate new and creative ways of promoting family recreation programs. The topic of promotion is large enough to warrant it's own article so I will be very brief and concise. The wise programmer will offer family rates, make it very clear that you are inviting families, and publicize successes, as well as use creative and imaginative methods of advertising family recreation programs.

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AQUATIC INNOVATIONS: INTRODUCING THE INVERTED-SCISSOR BACKSTROKE

James M. Stephan - New York State

The evolution of swimming has been occurring almost on a daily basis. After years of studying the traditional styles of swimming and experimenting with methods of water movement for handicapped and fully functioning individuals, observers note that the evolution of a fourth major backstroke has occurred. An introduction to this new stroke, its benfits over other backstrokes, and a description of its movement follows.

As evidenced by infants and adults alike, water has long fascinated people. From the giggles of a child in a lightly falling mist or a summer water fight to the awe-inspiring splendor of Niagra Falls crashing on the rocks below, water has an appeal all its own. Whether this fascination stems from a survival instinct or from the respect one gains later in life for its collective power and infinite uses is hard to say. Out of necessity though, man has had to learn to work with water. Working "with" and not against water is especially important with regards to water control and locomotion. Swimming, or movement through water, is no exception.

Over the centuries, man has developed methods or styles of movement through the water by experimentation and improvements on previously discovered swimming skills. Today, with the use of underwater photography, physics of human motion, and technical writers and artists, these skills are being disseminated and understood by the vast majority of the public.

The oldest known records of man's ability to swim are found on the walls of Swadi Sori in the Libyan Desert. These prehistoric wall carvings of swimmers date back to 9000 B.C. Mosaics from 2000 B.C. were discovered at Pompeii showing men navigating water under their own power (Vickers, 1976). Records from ancient Egypt dating from 2160-1780 B.C. describe children of the King and certain noblemen taking swimming lessons together. For centuries, swimming was reserved for the rich or for military purposes only. Egyptian and Assyrian bas-reliefs illustrate soldiers in excellent positions for the breaststroke, elementary backstroke, and trudgen or crawl strokes. Many military swimming tactics have been recorded by a myrid of armies from the Egyptians, Assyrians, Hittites, Persians, Romans, Spartans, and Vikings down to present day. (Higgins, 1977.)

Nicolaus Wynman was one of the first to assist the general public in acquiring knowledge of swimming skills through the writing and publishing of one of the first books on swimming to the English, translated from his Latin version. In 1697 and 1873, respectively, Thevnot's Breaststroke and John Trudgen's Trudgen or Overarm Stroke (the forerunner to the crawl stroke) were published and became quite popular.

Other swimming developments included: the Austrailian Crawl in 1902 by Richard Cavill, the American Crawl in 1906 by C.M. Daniels, the Inverted-Breaststroke, the Backcrawl, and a variety of Trudgens in the late 1800's by J. Arthur Trudgen, and the Butterfly in 1934 by David Armbruster.

Experimentation and the evolution of swimming continues. Today, people are swimming more efficiently than ever before. (American Red Cross, 1981.)

One of the newest strokes in swimming is the Inverted Scissor Backstroke. It was discovered in August of 1986 after several months of experimenting with floatation techniques and special adaptation of swimming skills to meet the needs of the mentally and physically handicapped patients at Utah State Hospital.

The Inverted-Scissor Backstroke is an adaptation of the Backcrawl and Trudgen which allows the swimmer to: 1) move more rapidly through the water than by using the Elementary Backstroke, and 2) is less tiring than the Backcrawl or the Inverted Breaststroke. This backstroke, which uses the inverted-scissor kick, is an effective and relaxed style of swimming on the back, especially for swimmers who possess good body bouyancy.

The following text contains four series of illustrations which show the Inverted-scissor Backstroke in its entirety.

The Inverted-Scissor Backstroke employs an out of the water arm recovery that differentiates it from the other backstrokes.

Figure 1. The first illustration in the armstroke series shows the swimmer floating on his back at a 30-40 degree angle to the surface of the water. His hands are at his sides, his legs are straight, and his head is tilted back so his face is out of the water. Notice the waterline around the face, the ears are either partially or completely underwater. This facilitates the swimmer's ability to float, balance, and breathe. This illustration depicts the "starting position".

Figure 2 & 3. The second and third illustrations show the movement of the right arm from its extended position at the thigh to the shoulder. By bending the elbow while maintaining the upper arm at the side, the lower arm is forced upward and out of the water. The weight of the upper arm will push the right side of the body under water, thus rotating the body into position for arm extension. These illustrations show the recovery phase of the stroke as it brings the arm back to a position ready to stroke.

Figures 4, 5, & 6. The fourth, fifth, and sixth armstroke illustrations show the remainder of the stroke. The arm is extended outward from the shoulder and then pushes the water down to the thigh. Notice the arm is slightly bent at the elbow to give this motion greater force. The difference in this force can be demonstrated by the reader attempting to push down on a teeter-totter or similar weight with a straight arm, and then again with a slightly bent arm. The strain is not as great when using a bent arm, for more muscles are being used. These illustrations show the "push phase" of the armstroke as it pushes the water downward in order to move through the water.

When the cycle is completed, it is repeated on the left side. With the completion of the recovery phase, the body will rotate toward the left side and be in a position for the succeeding arm extension and propulsion.

Figure 7. The first of the leg movement, or kicking series, shows the swimmer already rotated toward the right side. The legs are extended. This is the "starting position" for the kick.

Figures 8 & 9. The eighth and ninth illustrations show the "recovery phase" of the inverted-scissor kick. The legs are brought upward toward the head by bending at the knees. The feet are brought upward in line with the spinal column with the knees slightly in front of the body. The legs then seperate with the bottom leg going forward and the other leg going back.

Figures 10 & 11. The inverted-scissor kick is then completed by bringing the legs quickly together, as one would if he were running. The water is then forced downward and propels the body forward.

Figures 12 & 13. With the legs side-by-side again, the process is repeated on the other side.

Figures 14, 15, 16, 17, & 18. Figures fourteen through eighteen show the trunk or body position of the swimmer using the Inverted-Scissor Backstroke. The back is kept straight and gently rolls from the left to right as the arm recovers. Notice the water line around the face as the body rotates from left to right. The water is just below the level of the eye and mouth on each side as the swimmer rotates. This position allows for free-breathing while attempting to maximize arm movement.

The main disadvantage of any kind of backstroke is that the swimmer is unable to see where he is going unless his head is turned in an awkward position (Verrier, 1985). The Inverted-Scissor Backstroke allows the body to roll from one side to the other so the swimmer's peripheral vision is increased.

Figures 19, 20, 21, 22, 23, & 24. The final series of illustrations show the coordination of the above movements with one another. The inverted-scissor backstroke, as seen in its entirety in Figures 19 through 24, provides an alternative to its slow and strenuous predecessors. It employs an out-of-the-water arm recovery which provides for an alternating inverted-scissor while swimming on the back.

The swimmer floats on his back with his body as straight as possible, as seen in Figure 19. he then brings his left hand upward toward his shoulder. This action will rotate the body toward his left side. About halfway through this action, the swimmer will bend his knees and bring them toward his chest. The swimmer then separates his legs and extends his arms outward from the center of his body, as seen in Figure 21. Figures 22, 23, and 24 illustrate the pushing and kicking of the water downward for the consequential movement forward. The movement is then repeated on the right side.

The inverted-scissor backstroke is part of the evolution of swimming and man's quest to learn about water movement and control. It provides a faster yet less tiring method of swimming on one's back than its predecessors. Other aquatic innovations in swimming styles are in the making and future technological advances will help in their evolution.

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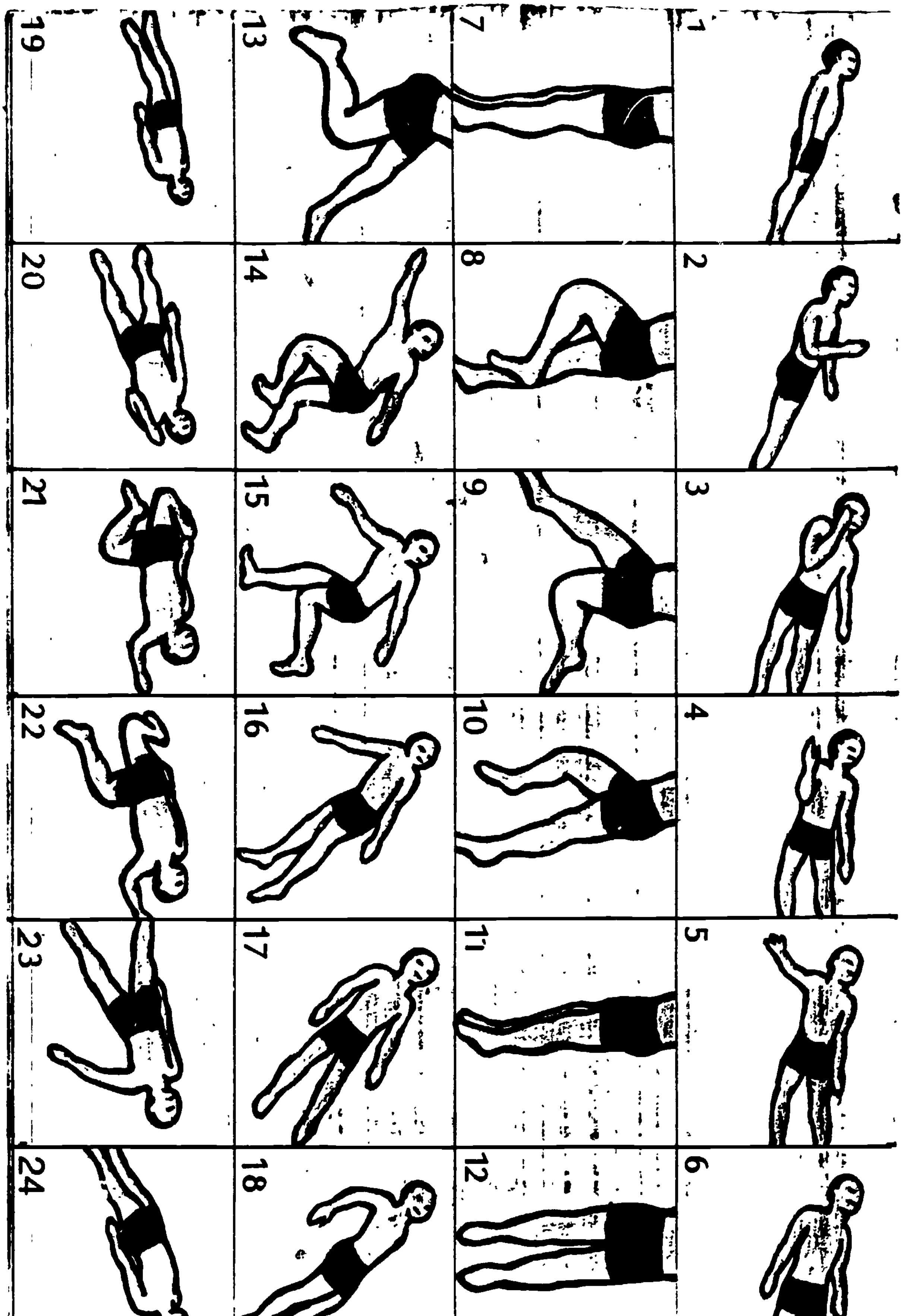
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