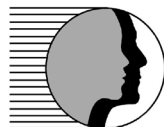


LEISURE ENHANCEMENT

fourth edition

**Michael J. Leitner
Sara F. Leitner**

and associates



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*Dedicated to our two wonderful daughters, Arielle and Jessica;
you have enhanced our leisure so much!*

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PREFACE

The first edition of this book was published in 1989, the second edition was published in 1996, and the third edition in 2004. We have incorporated a great deal of recent research in the fourth edition of this book and have made some other changes. In particular, chapters 2, 4, 7, 10, 11, 13, and 16 have been updated a great deal, with many new references in each of these chapters.

However, despite all of the changes in the world since 1989, so many of the principles upon which this book is based have remained the same. For example, the theories and concepts discussed in Chapters 1 and 5 still provide an excellent basis for understanding leisure. The time management principles in Chapter 6 and the ideas regarding the development of a personal philosophy of leisure in Chapter 12 are in some respects even more relevant today than they were back in 1989.

Similar to earlier editions, this fourth one includes contributions by guest authors or co-authors. Three of these individuals wrote chapters for the third edition: one on the roles of humor in leisure (Chapter 9), another on perceptions of a wheelchair athlete (Chapter 14b), and yet another on outdoor recreation (Chapter 15). The three authors were well qualified to write their individual sections, and this current edition includes that work as it appeared in the 2004 edition. In Chapters 9 and 15, much of the research cited was completed before 2000. However, most of the studies were landmark works by leading scholars in the particular fields, and the content continues to be valid. For those reasons, we either have not revised these sections or have made only minor changes.

It has been a wonderful experience to use this book in teaching “Leisure and Life” courses over the last 13 years, as well as helping other instructors use this book in teaching introductory courses to leisure for both non-majors and recreation majors. We hope that you enjoy the fourth edition of this book and that it really does help to enhance your leisure!

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Part I

**INTRODUCTION TO
RECREATION AND LEISURE**

chapter 1

CONCEPTS OF LEISURE

Introduction

One of the most frequently debated topics in the professional literature of the field of recreation is the definition of leisure. Perhaps an entire book could be written on this subject, and how to define leisure could be the major focus of an entire college course. STOP! Before reading further, write down your definition of leisure.

Leisure is _____

Did you define leisure a category of time? As a form of activity? Is leisure really not time, but rather a subjective state of being? Can leisure only be positive, or can it be negative as well?

The answers to these questions will be discussed in this chapter. More specifically, the learning objectives for this chapter are to:

1. Compare and contrast the terms leisure and recreation.
2. Compare and contrast different categories of time expenditure.
3. Identify the different classifications of recreational activities and several examples of activities for each classification.
4. Contrast the definition of leisure used in this book with other concepts of leisure discussed in the literature.

Leisure as a Category of Time

Leisure Defined

For the purposes of this book, leisure is defined as free or unobligated time that does not involve work or performing other life sustaining functions. This definition

is being utilized mainly for practical purposes. It is by no means the most complete or profound definition. However, it is probably the most commonly used definition.

On the first day of class, before students have read this chapter, when asked to define leisure, by far the most common response in my “Leisure and Life” class is that it is “free time.” How similar was your definition of leisure to this one? This definition is often used in leisure research because it allows an objective identification and quantification of leisure.

Another reason this definition is utilized in this book is that it enables the identification and discussion of “negative” leisure activities. The reality is that free time can in fact be used for either positive or negative purposes. Since 1981, when I began teaching a “Leisure and Life” course, a major problem on college campuses in the U.S. has been and still is binge drinking, a problem related to the negative use of free time by students. This problem can and should be addressed as a leisure-related problem. It would be irresponsible to cling to the classical definition of leisure as a positive state of being (as discussed later in this chapter) and therefore not discuss this problem, claiming that it is not related to leisure.

Nevertheless, other definitions are presented later in the chapter for comparison purposes. First, the definition of leisure as free time will be further explained, mainly by citing examples and contrasting leisure with other key terms.

Leisure and Other Key Terms

In order to better understand the definition of leisure as free or unobligated time, other terms such as work, personal care, and recreation should also be discussed.

1. Work is obligated time. Whereas leisure is free time (no obligations), work involves constraint or commitment. The term work can be used as both a category of time expenditure and as an activity.
2. Personal care refers to time devoted to maintenance of an individual’s well being. Although leisure is also essential to one’s well being, personal care refers to basic necessities of life that must be met even before one can experience work or leisure.
3. Recreation refers to activity performed during leisure (free time), usually for the purpose of enjoyment. The terms leisure activity and recreation are used synonymously in this book.

Utilizing the Definitions

The following examples of activities are presented in order to further clarify the terms work, personal care, recreation, and leisure:

1. **Sleep.** Is it personal care or a leisure activity? It can be both. Suppose a person usually sleeps six hours a night. Without that much sleep, the person feels tired all day. Those six hours are considered personal care time. However, if the

same person sleeps nine hours a night on the weekend, are the extra three hours of sleep necessary to help deal with an illness or buildup of stress, or is the motivation for the extra sleep simply that it feels good? If the latter reason is given, then the additional three hours of sleep are considered leisure time. However, if the former reason is the explanation given, then all nine hours are classified as personal care time.

2. **Enjoyable work (athletics, music, art, teaching).** Can the work time actually be considered leisure time instead, because it's so enjoyable? Even the time spent in the most enjoyable job is still classified as work time.
3. **Conversely, consider unenjoyable free-time activities (e.g., jogging or aerobics strictly for health reasons).** Is the time spent in these activities work time or leisure time? It is leisure time, because the activity is voluntary.

In attempting to distinguish between work and leisure, the key factor to consider is perceived freedom. If the activity is one of free choice, it is a leisure activity, whether it is enjoyable or not. However, obligatory activity is classified as work. Clearly, there are many different types of work and leisure activities. The paradigm of leisure presented below (Neulinger, 1981) clarifies the different types of activities.

Neulinger's Paradigm of Leisure (Neulinger, 1981)

Although Neulinger's paradigm was developed over 30 years ago, it is still an important and well-accepted theoretical model that provides insight into different types of leisure and work. It can be helpful in evaluating your life activities and be used as a motivational tool for making positive changes in your leisure and work. In Neulinger's paradigm, six types of activities are identified: three that are leisure, three that are nonleisure. The leisure and nonleisure types of activities are distinguished from one another on the basis of perceived freedom (leisure) versus perceived constraint (nonleisure).

The concept of intrinsic versus extrinsic motivation is used to further divide the two major types of activities (leisure and nonleisure) into three categories each, thereby creating a total of six activity categories. Intrinsic motivation refers to internal motivation: Wanting to participate in the activity for its own sake. In contrast, extrinsic motivation refers to external motivation: Wanting to do an activity for the external rewards (e.g., money) associated with the activity. According to Neulinger, some activities are intrinsically motivated, others are extrinsically motivated, and perhaps the largest number of activities is caused by a combination of intrinsic and extrinsic motivation.

TABLE 1.1.

Neulinger's Paradigm of Leisure

	Perceived freedom = leisure			Perceived constraint = nonleisure		
(1)	(2)	(3)	(4)	(5)	(6)	
Pure Leisure (intrinsic motivation)	Leisure-Work (both intrinsic and extrinsic motivation)	Leisure-Job (extrinsic motivation)	Pure Work (intrinsic motivation)	Work-Job (both intrinsic and extrinsic motivation)	Pure Job (extrinsic motivation)	

Source: Adapted from Neulinger, 1981

In order to facilitate a clear understanding of this paradigm, each cell of the paradigm is explained below:

1. *Pure leisure* refers to those activities freely engaged in that are totally intrinsically motivated. The activity is engaged in for its own sake, with extrinsic rewards not considered. This cell represents one of the smallest categories of activities. In most leisure activities, at least some attention is paid to external rewards. An example of a “pure leisure” activity is hiking in the mountains if the only motivation for doing the activity is the good feelings experienced during the activity. However, if the mountain hike is also motivated by the external reward of obtaining exercise that would contribute positively to one’s health, then the activity is classified in cell 2, “leisure—work.”
2. *Leisure—work* refers to activities that are engaged in freely and that are motivated by a combination of both intrinsic and extrinsic rewards. A very large number of leisure activities are likely to be classified as leisure—work. For example, any sport participated in not only for the enjoyable aspects but also for the fitness benefits would be classified as leisure—work activity.
3. *Leisure—job* refers to activities freely engaged in but motivated solely by the extrinsic rewards obtained from participation. A common example of a leisure—job activity is exercise such as jogging or aerobics that is participated in only for better health, weight reduction, or other positive consequences and is not motivated at all by enjoyment of the activity itself.
4. In contrast, *pure work* refers to activities engaged in under constraint but which provide only intrinsic rewards. Like the first cell, this category probably represents only a select group of activities. One example of pure work is a professional basketball player obligated to play because of a binding legal contract but who plays totally for the enjoyment of playing basketball and does not think about the financial rewards of playing. There probably are some professional athletes whose work could be classified in this cell, but it is more common for a professional athlete’s work to be classified in the next cell, work—job.
5. *Work—job* refers to activities engaged in under constraint and motivated by both intrinsic and extrinsic rewards. An example of a work—job activity is a professional baseball player who is contractually obligated to play and who is motivated to play both because of the financial rewards and by the enjoyment of playing baseball. Similarly, a college professor who is contractually obligated to teach a course, but does so both for financial gain and the joys of teaching, is performing a work—job activity.
6. Last, and perhaps least appealing, are *pure job* activities. Pure job refers to activities engaged in under constraint that have no intrinsic rewards; participation is motivated exclusively by extrinsic rewards. An example of a pure job activity is a menial job such as custodial work that is motivated solely by an extrinsic reward (money).

Exercise 1.1 provides an opportunity to examine how your work and leisure activities fit into Neulinger's paradigm. List those work and leisure activities that fit into each of the various cells of the paradigm.

Reviewing Exercise 1.1, in which cell of Neulinger's paradigm do most of your leisure and work activities fit? Are any of the cells blank? How much of your leisure is "pure leisure?"

Neulinger's paradigm shows that beyond the simple distinction of work being characterized by perceived constraint and leisure being characterized by perceived freedom, many categories of work and leisure can be identified. In addition to the definition of leisure presented earlier in this chapter and the categories of leisure and work in Neulinger's paradigm, many other definitions or concepts of leisure are described and contrasted in the next section of this chapter.

Contrasting Views of Leisure

The definition of leisure being used for the purposes of this book is known as the discretionary time or unobligated time concept. However, there are many other definitions of leisure. After reading through this section of the chapter, see if you prefer the discretionary time definition or one of the other ones.

Classical or Traditional View of Leisure

One contrasting view is the classical or traditional view, or as discussed by Russell (2009), it is a "special attitude." In this definition, leisure is a highly desired state of mind or state of being that is realized through participation in intrinsically motivated activities. Implicit in this subjective view of leisure is the idea that leisure is highly valued and must involve a positive state of being to be considered leisure. Therefore, if this definition is utilized, free time and leisure are not considered synonymous. For example, suppose a mediocre movie is viewed during one's free or unobligated time. According to the traditional or classical view of leisure, the time spent watching the movie is not leisure time, whereas according to the discretionary time concept, this time is leisure time, but a negative or poor utilization of leisure time. This example illustrates some of the strengths and weaknesses of these two concepts of leisure. In a research study on the proportion of leisure time spent watching movies, using the traditional definition of leisure would create serious problems. Meanwhile, utilizing the unobligated time definition would not allow discrimination between positive and negative movie viewing experiences, although this information could certainly be ascertained through an interview or questionnaire.

In order to further illustrate the difficulty of utilizing the classical definition, try to define your leisure time using this definition. Can it be done? Try comparing your leisure time estimates using the classical and discretionary time definitions of leisure.

EXERCISE 1.1*Categorizing Activities According to Neulinger's Paradigm*

	(1)	(2)	(3)	(4)	(5)	(6)
	Pure Leisure	Leisure–Work	Leisure–Job	Pure Work	Work–Job	Pure Job
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____

Antiutilitarian View of Leisure

Similar to the traditional view, the antiutilitarian view envisions leisure as a state of mind (Neulinger, 1981). The antiutilitarian view further states that leisure need not serve any useful purpose and needs no justification. A positive aspect of this definition is that it suggests a more relaxed orientation to leisure than exists in the fast paced, high stress life of modern society.

However, the antiutilitarian view, like the classical view, is difficult to utilize in objectively quantifying leisure for research purposes. Yet another possible drawback to the antiutilitarian concept of leisure is that it can be used to justify leisure activities that are detrimental to healthy self development (e.g., excessive television viewing, use of recreational drugs, or heavy recreational drinking). Applying the antiutilitarian definition, a chronic television watcher can argue that watching television for eight hours a day is fine as long as it is enjoyable and doesn't cause any physical harm, because leisure need not serve any purpose or useful function.

Social Instrument View of Leisure

In opposition to the antiutilitarian view of leisure is the social instrument view (Neulinger, 1981), in which leisure is seen as a means of promoting self growth and helping others. According to this view, leisure should serve a useful purpose.

A drawback to this concept is that it can lead to a stressful attitude toward leisure, in which achievement during leisure activity is overemphasized. Leisure can become work-like in nature, approached with an emphasis on end results rather than on the experience itself. In defense of the social instrument view, it helps prevent uses of free time that detract from healthy self development. Another desirable and likely outgrowth of having the social instrument orientation to leisure is a greater degree of volunteerism and community involvement emanating from the desire to utilize leisure to help others.

Leisure as Transformation

This view shares some similarities with the social instrument view. According to Edginton and Chen (2008), leisure provides an optimal opportunity for seeking new experiences, gaining knowledge, skills, attitudes, and values. It is a time for self-exploration to reinvent, refocus, renew, and change or be transformed. It is important to constantly seek new knowledge, skills, and attitudes to enable the kind of positive transformation needed to cope with the fast-paced, ever-changing world in which we live. What leisure experiences would you classify as being transformative?

Leisure as a Symbol of Social Class

The view of leisure as a symbol of social class is quite different from the social instrument and leisure as transformation views. According to Veblen (Kraus,

1984), leisure can be viewed as a symbol of social class in that one of the most noticeable signs of wealth is the possession and use of free time. In support of this concept of leisure, it can be argued that in modern society some of the most visible indices of high socioeconomic status are owning boats and fancy swimming pools, engaging in exotic world travel, attending flamboyant parties, and eating at the finest restaurants. All of those indices are leisure-related, supporting Veblen's assertion that Leisure is utilized as a symbol of social class.

Fortunately, this negative view of leisure is not as relevant to modern society as it was in the past. In many cases, people of lower socioeconomic status have more leisure than people of higher socioeconomic status. In contrast, during several periods in history the lower classes worked long hours and had very little free time, while the nobility was free to engage in a wide variety of leisure pursuits. In addition, in modern society, the recreation behavior patterns of people of different socioeconomic strata are much more similar than they were in past societies. Today both rich and poor might participate in the same activities (e.g. swimming), the major difference being the type of facilities or equipment used (e.g. private pool versus public pool). Therefore, the concept of leisure as a symbol of social class does not seem to be as relevant today, but even so, the leisure related rewards associated with wealth are still perhaps the primary motive for aspiring to higher socioeconomic status.

Leisure as Activity

Leisure has also been defined as nonwork activity (Edginton & Chen, 2008). In contrast, for the purposes of this book, leisure has been defined as free time; recreation as the activity engaged in during free time. Thus, the leisure as activity concept equates the term leisure with the term recreation (as it is used in this book). If the leisure as activity concept is utilized, then the terms leisure and recreation are synonymous, but the terms leisure and free time are not synonymous. It seems that using the leisure as activity definition creates confusion because of the terminology changes it necessitates. Aren't recreation and leisure commonly conceived of as two different concepts?

Casual Leisure and Serious Leisure

Stebbins (2007) makes a distinction between two types of leisure, casual leisure and serious leisure. In his view, casual leisure involves activities that are immediately intrinsically rewarding, have short-lived benefits, and require little or no special training. In contrast, serious leisure activities require significant personal effort and even an occasional need to "persevere." Serious leisure activities have durable, lasting benefits. Participants identify strongly with the activity and can even find a "career" in it, meaning that they experience different stages of achievement/involvement in the activity during their lifetime.

Exercise 1.2 asks you to attempt to categorize your leisure activities as either "casual" or "serious," utilizing Stebbins' descriptions of these terms in the previous paragraph. You can utilize the same activities you listed in Exercise 1.1.

EXERCISE 1.2

Categorizing Activities as Casual or Serious Leisure

Casual Leisure Activities	Serious Leisure Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Based on your categorization of your leisure activities in Exercise 1.2, answer the following questions:

1. Which activities that are currently “casual” could become “serious” if you dedicated more effort to them or took a different attitude toward them?
2. Which activities that are currently “serious” could become “casual” if you approached them differently?
3. Next to each activity listed above, briefly explain your rationale for categorizing it as you did.
4. Which activities are more enjoyable, the casual or the serious ones? Why?
5. What are some serious leisure pursuits that you would like to develop?
6. According to your own personal feelings about leisure, how do you feel about the concept of “serious leisure?” Can an activity be “serious” and still be leisure?
7. Which categorization of activities is more helpful to you in understanding different types of leisure, Neulinger’s Paradigm, or Stebbins’ definitions of casual versus serious leisure?

Holistic View of Leisure

The holistic view of leisure sees leisure and work as being so closely interrelated that the two cannot be separated (Edginton, Jordan, DeGraaf, & Edginton, 2002). According to the holistic view, elements of leisure can be found in work, education, and other social spheres. Because leisure is so interrelated with work and other

aspects of life, a holistic explanation or definition of leisure also includes an analysis of the concepts of work and time.

A study by Shaw (1986) lends support to the contention of the holistic view that elements of leisure can be found in many different aspects of life. In Shaw's study, 120 adults reported their subjective leisure time, daily free time, and time devoted to recreational activities via a 48 hour diary and interviews. The results indicated that leisure can be experienced in work and other obligatory activities and that not all recreation time or free time is necessarily considered to be leisure. Specifically, average daily subjective leisure time was 7.26 hours, compared with daily averages of 5.26 hours of free time, and 3.22 hours of recreation time, meaning that two hours per day of leisure occurs during nonfree time, and over four hours per day of leisure occurs during time other than recreation time. In addition, approximately 8% of recreation time and 15% of free time was reported as being nonleisure. Therefore, this study provides evidence that the holistic view is accurate in its assertion that work, education, leisure, and other spheres are intertwined at least to some extent.

It is worthwhile to consider the following questions in relation to the holistic view of leisure: 1. Will the holistic view of leisure be the most widely accepted view in future society? 2. Will greater acceptance of the holistic view lead to a more humanistic approach to life, in which concern for humans supersedes concern for material goods? 3. Currently, how widely accepted is the holistic view of leisure?

Summary of Leisure Concepts

This section presented most of the major concepts of leisure, although there are several more concepts of leisure discussed in the literature that are not discussed in this chapter. The key point is that for the purposes of this book, leisure is being defined as free or unobligated time, time during which individuals might choose to participate in positive, beneficial activities, or negative, detrimental ones.

Now that some concepts of leisure have been examined, what is recreation?

Recreation

Characteristics of Recreation

The term recreation was defined earlier as activity conducted during leisure time. However, to really understand what recreation is, a number of characteristics of recreation should be explained. According to Weiskopf (1982), the following are basic characteristics of recreation:

1. Participation is voluntary, not obligatory.
2. Some of the major purposes of participation are enjoyment, fun, personal satisfaction, and revitalization.
3. Recreation usually involves activity as opposed to total idleness or rest.
4. Participation is usually motivated by internal goals or rewards.

5. Perhaps the most important factor in determining whether or not an activity is a recreational experience is the participant's attitude toward the activity, not the activity itself. Although it was previously stated that recreation participation is voluntary and is motivated by internal rewards such as personal satisfaction, many activities might also have some element of obligation and external rewards. However, it is the degree to which the participant psychologically focuses on the voluntary versus obligatory and internal versus external reward aspects of the activity that determines whether or not the activity is a recreational experience.

Example: A friend calls, asking you to play racquetball tomorrow. Analyzing this activity, you might find that your motivation for participation is comprised of a mixture of internal and external factors. On the one hand, you feel that playing would be fun (internal rewards). On the other hand, you feel that you should agree to play just to please your friend and to burn some calories (external rewards). Participation is voluntary in that the decision to play is totally in your hands, yet you feel a sense of obligation because your friend asked you to play. If you focus upon the external rewards of playing and the obligatory aspect of participation, this activity will not be a recreational experience. Haven't you ever observed someone who seemed to have a negative attitude while playing a sport and appeared to have a miserable time throughout the activity instead of having a recreational experience? Conversely, if you focus on the internal rewards and voluntary aspects of participation, then the activity is a recreational experience. Attitude is the key!

6. Recreation usually benefits a person physically, mentally, and/or socially, in addition to being an enjoyable experience. (The various benefits/needs/satisfactions derived from recreation are expounded in Chapter 5.)
7. Recreation services provided as part of a community service program should meet appropriate ethical standards and provide a healthy and constructive experience.
8. Recreation is a very broad concept. It involves an extremely diverse range of activities. The different categories of recreational activities are discussed in the next section of this chapter.

Classification of Recreational Activities

Refer to Appendix I for a listing of specific recreational activities associated with each of the categories of recreational activity identified below.

Simple entertainment. This category includes spectator sports, movies, television, and any other type of activity that provides pleasure without placing much physical, mental, or social demand on the participant.

Mental activity/contemplation and self-awareness. An excellent example of a recreational activity in this category is meditation. Other common activities under this heading are reading and writing (for pleasure).

Sports and exercise. This category includes a very wide range of activities, such as basketball, aerobics, windsurfing, and weight lifting.

Music. The category of music encompasses a broad span of listening and participation activities, including composing.

Art. Art covers a diverse spectrum of media, such as oil painting, sculpture, and stained glass, as well as art appreciation activity.

Dance. The category of dance includes both spectator and participant activities. The categories of music, art, and dance together form a cluster commonly referred to as cultural/aesthetic activities.

Hobbies. The hobbies category is also very broad. It includes collecting activities such as stamp collecting and handicrafts such as model building.

Play/games. Included are numerous childhood games and board games as well as “new” or non-competitive games and spontaneous play activity.

Relaxation. Hot tubbing and massage are prime examples of activities in the relaxation category.

Social activity. Family gatherings, parties, and involvement in clubs are only three of many types of social recreation activity.

Humanitarian services. Service activities encompass many types of volunteer work and involvement in organizations providing humanitarian services.

Nature activities/outdoor recreation. This covers those activities in which the outdoors or a natural resource is the focal point, such as hiking and fishing.

Travel and tourism. This category covers perhaps the largest segment of the leisure services industry and spending on recreational activities. In a sense, it encompasses the other twelve categories in that while traveling or on a tour, participation in any or all of the other twelve categories can be attempted.

These 13 categories are intended to provide a classification that covers the broad spectrum of recreational activities. However, the categories are not intended to be mutually exclusive. There are many activities that could fit into two or more categories. For example, volunteering to help with a camping trip for a group of children with physical disabilities could be considered humanitarian service as well as outdoor recreation or social activity. Listening to music is another example of an activity that could fit into several categories. Depending upon the type of music and one’s attitude toward the activity, it might be considered primarily a social activity, or relaxation, or mental activity/contemplation and self-awareness, as well as a music activity.

The purpose of the classification of recreational activities is to illustrate the broad scope of activities included under the term recreation, not necessarily to place every single recreational activity into its appropriate category. The lists of activities in Appendix I are provided to further emphasize the enormous variety of recreational pursuits that exists.

Summary

If such varied recreational pursuits are available, then why would anybody complain of boredom, lack of motivation, or “being in a rut”? Clearly, the problem is not a lack of opportunities, but rather a lack of knowledge or awareness of these opportunities. As discussed in the next chapter, there is a growing need for leisure education in society today to help make people more aware of their leisure possibilities.

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