

Recreation & Leisure Programming

A 21st Century Perspective



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Preface

Crafting quality programs and services is the primary focus of the recreation and leisure profession. The 21st century will require individuals who are highly skilled, knowledgeable, and competent in planning, organizing, implementing, and evaluating recreation and leisure programs and services. Recreation and leisure programmers are responsible for creating environments in which individuals can engage in experiences that may be active or passive, highly structured, or provided in a way that promotes spontaneous behaviors. Programs and services may be organized in ways that promote independent leisure behaviors or that require a closer relationship with the recreation and leisure programmer.

The 21st century will present many new opportunities for rethinking, reexamining, and reframing the lives of individuals and the neighborhoods and communities in which they live. Clearly, play and work will be reconceptualized and new behavioral patterns will emerge. Life today will be transformed dramatically. Many social, cultural, economic, and environmental forces will influence the lives of individuals. Demography, technology, family dynamics and constructs, political processes, social and economic structures, changing attitudes and values, and the rapidity of change will impact the provision of recreation and leisure programs and services in the 21st century. There will be many new opportunities and numerous challenges, not the least of which is the social disintegration or the disorganization from the dynamics of rapid, random, and discontinuous change.

Change in the lives of individuals produces the need for personal growth and enhancement. In other words, to deal with change, individuals, neighborhoods, communities, and even nations need to transform the way they live or conduct their business. The paradox of change is that it also creates a need for stability and routine. Individuals need to be connected in a way that provides a degree of security with their past. The whirlwind of change that will assuredly mark life in the 21st century will require recreation and leisure programmers to assist individuals by building a sense of order and regularity in their lives. Recreation and leisure programs may provide a balance to today's strains and stresses that come from living in a high-paced, rapidly changing environment. Participation in recreation and leisure programs often provides new skills, knowledge, and abilities to enable people to cope and maintain stability in their lives.

Recreation and Leisure Programming: A 21st Century Perspective provides key insights into the strategies, practices, procedures, and methods for administrators, program supervisors, and leaders to employ to fulfill their responsibility successfully. This book provides the reader with contemporary information and examples drawn from the literature and professional practice. It includes many examples for the reader to pursue electronically for a more in-depth examination of the design of these elements.

Although *Recreation and Leisure Programming: A 21st Century Perspective* has been developed and built on previous editions of books on the same topic by several of the authors, all chapters have been rewritten to provide new and dynamic perspectives. This book includes an in-depth view of various components of recreation and leisure

programming and offers new viewpoints and frames of reference. This fresh approach to recreation and leisure programming includes a careful analysis of current strategies, methods, and procedures of professional practice, as well as an analysis of trends and professional issues.

Acknowledgments

Throughout the professional careers of each of the authors, several individuals have been instrumental in providing support, guidance, advice, and direction. We would like to thank the many individuals who have assisted us in our career journeys. In particular, we would like to acknowledge the contributions of Larry Neal, professor emeritus, University of Oregon; Bill Niepoth, professor emeritus, California State University, Chico; and Karen Fox, professor, University of Alberta. Each of these individuals has provided numerous professional opportunities and counsel regarding our professional activities. They are always encouraging and supportive.

We have been deeply influenced by the writings and thinking of many of our professional colleagues. In particular, we would like to acknowledge the professional works of Geoffrey Godbey, James Murphy, Charlie Sylvester, Chris Rojek, Robert Stebbins, Karla Henderson, Ruth Russell, Daniel Dustin, Joseph Bannon, John Crompton, Bob Rossman, Barbara Schlatter, and the late Richard Kraus.

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Many of our colleagues at the University of Northern Iowa and at California State University, Fresno have been supportive of our efforts. We would like to give a shout out to Tom Switzer, Bill Callahan, Dwight Watson, Darci Davis-Gage, Robert Boody, Mathew Bunker, Frank Thompson, Iradge Ahrabi-Fard, Deborah Gallagher, Susan Etscheidt, Jody Hironaka-Juteau, L-Jay Fine, Nancy Nisbett, Brandon Taylor, Jason Whiting, Michael Mahoney, Justin Butchert, Lerin Winchester, Alex Clifton, Ryan Soares, Karen Markland, and Roseanna Ruiz.

Camp Adventure Child and Youth Services has been a strong influence in the lives of several of the authors. Serving as a learning laboratory, Camp Adventure Child and Youth Services has provided a platform for us to test many of our recreation and leisure program ideas and theories. It has been an outstanding vehicle to link practice with theory. We would like to acknowledge the contributions of Jason Lau, Mavis Lau, Kasee Fuller, Shannon Betzer, Kimber Bell, Jazelle Johnson, Alyssa Dyall, Kristine Fleming, Ashley Lekar, Kori Lekar, Sammy Spann, Angie Noell, Julianne Gassman, and Angela Widner. Over the life of the program, nearly 19,000 college and university students have participated as counselors, instructors, directors, and coordinators. We deeply appreciate these individuals' contributions to the program.

In recent years, Rod Dieser has been fortunate to forge a fruitful and dynamic relationship with the Mayo Clinic. In particular, Dieser is exploring the Mayo brothers' historic ties to recreation and leisure, including their own pursuits and interests. Also, with Dr. Edginton, he is exploring ways in which the recreation and leisure perspectives of the Mayo brothers have impacted the treatment philosophy of the Mayo Clinic. We are deeply thankful to Dr. Renee Ziemer, coordinator, Center for the History of Medicine & Mayo Clinic Historical Suite; Dr. Johanna Rian, director, Dolores Jean Lavins Center

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Also, we would like to acknowledge the contributions of John Williams. John passed away recently. He was a commensurate practitioner/scholar and was deeply supportive to the senior author of this book. John encouraged him in his first major writing project and subsequently supported him throughout his entire professional career.

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Chris Edginton would like to thank his family members for the support over the life of his professional career. Susan, his wife, has provided invaluable backing, and advice and support. Recently, they celebrated their 50th golden wedding anniversary—a remarkable feat in and of itself. During the early years of his professional career, his wife was instrumental in assisting him in manuscript preparation, including serving as a coauthor to many books including the predecessor of this one. Today, she manages one of the most vibrant and dynamic child and youth organizations operating in the United States: Camp Adventure Child and Youth Services. This organization annually involves a staff of 750 individuals providing programs and services in 20 countries at over 120 locations. We appreciate Susan's great efforts and also value that she has crafted a model recreation and leisure program that reflects best practice.

In addition, Chris Edginton would like to acknowledge and thank his daughter Carole and son David. Carole, a graduate of the University of Northern Iowa and Iowa State University, is an exemplary university instructor, teaching coursework in cultural anthropology, sociology, global women's activism, and social problems. She is a commensurate university instructor. Her teaching strategies are dynamic, engaging, and content rich. Carole's daughters, Hanna and Lily, are vibrant and energetic. Hanna is now attending the University of Northern Iowa and studying art. Currently, she is employed as a teacher and leader at the Hearst Center for the Arts. Having another family member connected to the recreation and leisure profession is gratifying. She is a great teacher and leader. Lily just concluded the fifth grade. She is bright and skilled socially. She is a charismatic individual. Lily has many, many friends and is musically and mathematically inclined. The ukulele is her favorite instrument. David is a foreign service officer with the U.S. Department of State. He is a graduate of the University of Oregon (he bleeds for the Ducks) and George Washington University. His focus has been in the Middle East, with postings in the United Arab Emirates, Bahrain, Iraq, and Saudi Arabia. Other assignments have taken him to Uruguay and New Zealand. David has two sons, Jacob and Joseph. Jacob an accomplished young man. He is a skilled scuba

diver. Joey is a polished individual. Both Jacob and Joey have been educated in international schools, and they have a cosmopolitan and sophisticated perspective of the world. Their travels have taken them around the world, including vacations to France, the United Kingdom, Australia, Japan, The People's Republic of China, and Cypress.

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About the Authors

Christopher R. Edginton is the R.J. McElroy Professor of Youth Leadership Studies, School of Kinesiology, Allied Health, and Human Services, University of Northern Iowa. From 1991–2010, he served as professor and director of the School of Health, Physical Education, and Leisure Services. In 1985, he founded the nationally award-winning Camp Adventure™ Child & Youth Services program. Since its inception, the program has provided contracted services for children and youth worldwide. From 2004–2014, he served as secretary general of the World Leisure Organization, a nongovernmental organization operating in consultative status with the United Nations. He is the co-founder of the Global Forum for Physical Education Pedagogy (GoFPEP), a worldwide social movement aimed at rethinking, reframing, and refocusing physical education pedagogy and the training of health and physical education teachers. He has been identified as the leading proponent of the application of contemporary management concepts in the park and recreation field.

Rodney B. Dieser is professor of School of Kinesiology, Allied Health, and Human Services, University of Northern Iowa (UNI), graduate coordinator of the master's of art degree in Philanthropy and Nonprofit Development at UNI, and works 10 hours a week as a licensed mental health counselor (tLMHC). He is also a Certified Therapeutic Recreation Specialist. Rod has published over 100 articles, with over 60 being academic publications, and has published three other textbooks. Rod has served as an associate editor for the *Therapeutic Recreation Journal* and *Leisure/Loisir* (academic journal of the Canadian Association for Leisure Studies) and has served as a guest editor for the *World Leisure Journal* and the *International Leisure Review*. His research and teaching interests include (1) cross-cultural therapeutic recreation/inclusive recreation and leisure service delivery, (2) leisure education intervention, (3) leisure and mental health, (4) historical and philosophical foundations of leisure, youth, and nonprofit human services, including Hull-House, 1889–1953, and (5) the philanthropic labor and leisure endeavors of Bruce Springsteen.

Samuel V. Lankford is the interim associate dean of the College of Health and Human Services, and was professor and chair (2014–2017), Department of Recreation Administration at CSU Fresno. Formerly he served as a professor and doctoral program coordination in Health, Physical Education, and Leisure Services and the director of the Sustainable Tourism and the Environment Program at the University of Northern Iowa. He has a PhD with a focus in recreation planning and development and a master of urban and regional planning from the University of Oregon. He holds a master of arts in recreation and park planning and a BA in geography from CSU Chico. Dr. Lankford worked as the youth director for 8th U.S. Army Korea and also worked as a consultant for morale, welfare, and recreation organizations in Asia/Pacific. Dr. Lankford has been a practicing planner in both staff and consulting roles in California, Oregon, Washington, Iowa, and Hawaii. He has completed master plans and comprehensive plans for parks and recreation, needs assessments, community impact studies, carrying capacity stud-

ies, and market research in those states and other countries. He specializes in tourism and recreation development.

Christopher L. Kowalski is an associate professor, School of Kinesiology, Allied Health, and Human Services, University of Northern Iowa. He joined the faculty of the Division of Leisure, Youth, and Human Services in 2000. He also serves as a research coordinator for the Sustainable Tourism and Environment Program at the University of Northern Iowa. He holds a doctorate from the University of Northern Iowa, a master of science in recreation management from the University of Idaho, and a BA in psychology, sociology, and criminal justice from Creighton University (Nebraska). He has supervised community and youth recreation programs for over 20 years in Idaho, Iowa, Nebraska, and Texas, as well as abroad in Europe, Asia, and the Middle East. His research interests are coaching, youth leadership, and self-efficacy in the recreation field.

1

Recreation & Leisure in the 21st Century

CHAPTER OBJECTIVES

- To gain an understanding and awareness of the importance and relevance in recreation and leisure programming in the 21st century
 - To acquire knowledge of various social, cultural, economic, and environmental factors influencing recreation and leisure programming
 - To review dimensions of recreation and leisure programming as a professional responsibility
 - To gain and review definitions of play, recreation, and leisure
 - To understand elements in crafting the recreation and leisure experience
 - To gain knowledge of various types of recreation and leisure organizations: governmental, nongovernmental, and commercial
-

INTRODUCTION

The 21st century will bring new opportunities in planning, organizing, and implementing recreation and leisure programs and services. There will also be many challenges, not the least of which will be dramatic changes in the social, cultural, economic, and environmental elements of society. This time period has been marked by rapid change, globalization, and a rise in the use of digital technology. Social relations have significantly impacted the connections between and among individuals, influencing their recreation and leisure patterns. Family dynamics have changed dramatically with new relationships leading to blended families, single-parent family units, and nontraditional households including ones that involve new types of extended families. The diversity of the North American society will be vastly different than it has been in the past several decades. By 2040, the minority population will be the largest population group in America, thereby giving way to the need for new ways and expression for recreation and leisure.

As work–leisure relationships are transformed, there will be a change in the way in which individuals conceptualize and act upon their recreation and leisure experiences. There will be a greater fusion of work and leisure as creativity and innovation are sought and emphasized in these environments. The reorganization of the workweek will dramatically influence recreation and leisure pursuits. No longer will individuals be tied

to a machine, schedule, or manager, but rather will be able to pivot their life activities around their own needs and interests. The workweek will be dramatically changed and hence also leisure will likewise necessarily be reconfigured. This fact alone will dramatically change the efforts of recreation and leisure programmers by providing whole new spaces in the lives of individuals as well as new and unique leisure mindsets. It will be necessary to factor such changes into the thinking and actions of recreation and leisure programmers. Indeed, the 21st century will provide new opportunities to the recreation and leisure programmer, but undoubtedly new and dynamic challenges.

This introductory chapter is organized around several major themes. The first is the relevance of recreation and leisure programming in the 21st century. This is followed by a discussion of social, cultural, economic, and environmental factors influencing programming. Next, recreation and leisure programming as a responsibility is included. Following is a discussion of the basic concepts and definitions of play, recreation, and leisure. Many definitions of leisure are offered including (1) free time, (2) leisure as an activity, (3) leisure as state of mind, (4) leisure as a quality of action, (5) leisure as a social instrument, (6) leisure as a symbol of social class, (7) leisure as spiritual expression, (8) leisure as an anti-utilitarian concept, (9) leisure as social construct and political act, and (10) holistic leisure. Comments regarding crafting the leisure experience are offered including information regarding the antecedents of perceived freedom, perceived competence, intrinsic motivation, and positive affect. Last, a presentation regarding different types of recreation and leisure organizations—governmental, nongovernmental, and commercial—is included.

21ST CENTURY RECREATION AND LEISURE PROGRAMMING

Will recreation and leisure programming in the early years of the 21st century be significantly different than that of the latter part of the 20th century? As one examines the structure and nature of today's society, it is evident that different and unique forces are shaping the future. Over the past 150 years, it has become evident that the recreation and leisure movement emerged as a result of the need for social reform to address the challenges and ills of society in the late 1800s and early 1900s. Early professional leaders were advocates of addressing the needs of disadvantaged or marginalized populations, promoting social justice and equity. As a result, many social inventions emerged to address social concerns of the times. However, conditions have changed and the times call for new social inventions. Recreation and leisure programmers will be required to rethink the ways in which programs and services are conceptualized, promoted, and delivered to participants to reflect 21st century needs and interests.

Today, people throughout the world are interconnected with one another via access to technology, the Internet, and various forms of social media. This has a tremendous impact on the way in which recreation and leisure opportunities unfold and are made available to individuals. Society has transformed from one where individuals are primarily consumers of products and experiences to one where individuals are co-creators of their own experiences. Such individuals are known as “prosumers,” that is, individuals who consume and produce their own recreation and leisure as well as other experiences. One might ask the question, if individuals are producing their own recreation

and leisure experiences, what then will be the role of the recreation and leisure programmer in the 21st century? What will the opportunities be for the recreation and leisure programmer and the participant in terms of co-constructing experiences? Will the role of the recreation and leisure programmer be focused on assisting or facilitating individuals to experience leisure rather than the direct provision of programs and services? These questions will require examination and a meaningful and thoughtful response from the profession if we are to survive and thrive well into the 21st century.

Time as a construct will continue to evolve, impacting work as well as recreation and leisure. As noted, a focus on creativity and innovation in the life spaces of individuals will require new ways of organizing work, play, and living spaces. Across the world, traditions and cultures are blending at a rapid pace. While we see an increase in the need to enlarge choice to enable people to enjoy their leisure, we also see a need to promote and protect the cultural identity of individuals. The process of acculturation helps us understand the dynamics of cultural and psychological change that occur as societies intertwine with one another. The blending of cultures will result in the creation of new and diverse recreation and leisure pursuits.

Social relationships will be dramatically impacted during the 21st century. Communications will be instantaneous, providing the opportunities for individuals to be in touch with one another on a continual basis. The family structure will also continue to evolve and new family groupings will impact the way in which individuals pursue recreation and leisure experiences. Individuals, neighborhoods, and communities will continue to redefine those elements that are related to quality of life and liability. A greater emphasis will be placed on recreation and leisure programs and spaces as people continue to see a balance in their life. The changing demographic of North America with the emergence of an older population will create a need for a greater emphasis on services to that age group. Likewise, there will be a need to address the varying needs and interests of differing generations from the postwar cohort (born 1928–1945), baby boomers (born 1946–1965), Generation X (born 1966–1976), echo boomers/millennials (born 1977–1994), and Generation Z (born 1995–2012). All of these factors and many others will impact the efforts of recreation and leisure programmers to operate successfully in a vibrant, dynamic, and continually changing environment.

SOCIAL, CULTURAL, ECONOMIC, AND ENVIRONMENTAL FACTORS INFLUENCING PROGRAMMING

A myriad of important social, cultural, economic, and environmental factors influence recreation and leisure programming and the work of the programmer. Such factors may directly influence the recreation and leisure needs, interests, and attitudes of individuals. Such factors directly impact the recreation and leisure lifestyles of individuals. Further, such factors may manifest themselves as constraints and/or barriers to participation, limiting access to programs as well as information.

Social factors are those lifestyle elements that directly influence an individual's recreation and leisure behavior. Some social factors include age, children, economic status, education, ethnicity, family, gender, health and physical status, life partners, location, political systems, and religion. Social factors such as the need to maintain a healthy life-

style have created significant demand for programs that include both fitness and awareness of nutrition. The health factor has prompted communities to invest more heavily in trails, parks, athletic facilities, and staffing to meet this need. Similarly, the growing aging population has also created pressure on the health-related services provided by the recreation and leisure organization. In response, the County of Fresno (2016) has developed a Be Active Resource Directory that lists 20 pages of organizations that provide fitness, recreation, health, nutrition, and Internet resources for the public.

Cultural factors include the artistic and creative expressions, beliefs, languages, marriage customs, religious practices, traditions, and values that are native to a particular location. These types of factors also directly impact the provision of recreation and leisure programs and services. The growing diversity of populations of immigrants and minority populations in the United States requires that marketing information and staffing structures be in place to communicate to various cultural groupings. These populations are also in need of programs assisting to maintain and reinforce their traditions, values, and beliefs. Examples include Cinco de Mayo celebrations and the City of San Fernando Mariachi Master Apprentice Program (MMAP), which was a recipient of a 2012 National Arts and Humanities Youth Program Award, the highest honor awarded to such programs in the United States (City of San Fernando, 2012).

The vibrancy of the economy directly influences recreation and leisure participation. It is interesting to note that during the most recent recession, the percentage of funding for recreation and leisure pursuits declined after steady gains for the past several decades. Clearly, the availability of one's disposable income often used for recreation and leisure pursuits has declined. One's financial resources directly impact the decision making related to purchasing behavior. High unemployment rates coupled with lack of discretionary income is a significant economic factor related to recreation and leisure. Young adults are living at home longer into their late 20s and early 30s. They are underemployed or unemployed and have few financial resources. They do have time to participate, but often are left out of program opportunities because of cost or lack of connections to the community or organized groups.

Environmental factors also directly impact the provision of recreation and leisure programming. The way in which the environment is managed may directly impact our future survival. Certainly the provision of parks, open spaces, and other green areas significantly impacts reducing the carbon footprint, which may be contributing to the degradation of the environment. As a profession, we have led the charge for the provision of open green spaces and play areas, clean air, clean water, and the sustainability of the environment. A major environmental factor that appears to be impacting recreation and leisure programming is climate change. Extreme heat events have prompted communities to open recreation centers as places of refuge. This use impacts programming, but may also offer opportunities for group activities. Similarly flooding and uncontrolled forest and sagebrush fires impact parks and open spaces including trails, all of which may have occurred as a result of poor environmental practices.

PROGRAMMING: A PROFESSIONAL RESPONSIBILITY

Recreation and leisure programming is the basic focus of our profession. The crafting of high quality, high impact leisure experiences should be the primary goal of every recreation and leisure programmer. The very essence of our profession, historically and now in contemporary times, has been on the planning, organization, and implementation of recreation and leisure programs and services. Increasingly, recreation and leisure programmers are being challenged to handle resources in a way that meets the needs and interests of participants. The 21st century recreation and leisure programmer will be called upon to operate in an effective and efficient manner with great attention to one's accountability and to that of the programs provided to a community.

Accountability calls for the recreation and leisure programmer to be able to predict with a high degree of certainty the consequences of one's professional actions. If there is a high degree of predictability between the programs implemented and the benefits to be produced, then the actions of the recreation and leisure programmer will be successful. The act of recreation and leisure programming is one of taking prudent strategies. The recreation and leisure programmer who engages in undisciplined behaviors that do not align resources with the desired benefits to be produced will fail. Engaging in careful and reasonable risk taking comes from knowledge and the application of recreation and leisure program planning principles.

To be effective, the recreation and leisure programmer should be answerable for those activities within one's scope of responsibility. Personal and professional accountability has become increasingly important in the work of the recreation and leisure programmer. It often involves having the capacity to make rational decisions that reflect sound judgment and practicality. It is important for recreation and leisure programmers to be reliable, dependable, and thorough in meeting their assigned responsibilities. The responsibilities of the recreation and leisure programmer often include recruiting, selecting, hiring, developing, and supervising staff. In addition, recreation and leisure programmers are often responsible for program development and evaluation. This is especially the case when dealing with staff who are involved in direct service delivery as leaders, instructors, coaches, and volunteers. Further, interfacing with participants in a positive, supportive fashion is also an important responsibility of the recreation and leisure programmer, as well as actively promoting services and the goals and objectives of the organization as a whole.

BASIC CONCEPTS AND DEFINITIONS OF PLAY, RECREATION, AND LEISURE

Gaining an awareness and appreciation of basic concepts, definitions, and terms of play, recreation, and leisure is valuable to the recreation and leisure programmer. Why is this case? By defining basic concepts, definitions, and terms, we are able to more effectively communicate with one another and the participants we serve. In addition, if we can define a concept or term, then it is possible that we can measure it. Measurement is central in the process of accountability, which in turn is a demand of the recreation and leisure programmer in the 21st century.

In this section, the basic terms of play, recreation, and leisure will be reviewed and defined. These basic terms often have multiple meanings and, at times, there is little congruence among recreation and leisure professionals and academics in regard to their meaning. Nonetheless, it is important for the recreation and leisure programmer to be grounded in basic concepts, definitions, and terms. Such grounding will in fact enhance applications and one's professional practice.

Understanding Play

The term *play* comes from two old English words, *plegan* and *plega*. The meanings associated with the terms include “to dance, to leap for joy, to rejoice, and to be glad” as well as “to exercise or occupy oneself, to busy oneself” (Oxford Dictionary, 2016). At the end of the 19th century and the beginning of the 20th century, a large number of play theories were postulated to explain the concept. Some of the more noteworthy of these play theories are noted in Chapter 2. These play theories provided a foundation upon which recreation and leisure programs and services, especially play environments for children and youth, were developed. They offered recreation and leisure programmers with the opportunity to ground their professional practice in one or more theoretical frameworks.

Play is a form of human behavior that is carried out for intrinsic purposes and is often highly self-motivated. Play for children and youth is an important expression of their development and growth. It may include elements of discovery, exploration, imagery, mimicry, and role-playing. Play behaviors may be highly structured and/or reflect a great deal of freedom. Some play environments involve the application of rules, regulations, and procedures resulting in prescribed actions, whereas others reflect much more spontaneous actions and behaviors. Play often involves risky behaviors and is linked to many social functions. Play is thought to be pleasurable and voluntarily engaged in and may stem from instinctive drives as well as culturally learned ones.

Although play is perceived to be primarily the domain of children and youth, adults also engage in play. The play behavior of adults tends to be more organized, more formal, and reflective of accepted cultural norms, patterns, rituals, and behaviors. However, play for adults and children and youth can be aimless, casual, and simple. Of course, it also may be systematic, serious, deliberate, and complex. Throughout the world, people play. There is often variance to the way in which people pursue their play interests from the very casual to the very serious. In some cases, individuals pursue their play interests with intensity. On the other hand, some people pursue their play interests with a certain ease.

Defining Recreation

Defining recreation seems to be an easier task and the basic definition is more widely accepted in the literature. “The term recreation is not as challenging to define as the term leisure” (Edginton, DeGraaf, Dieser, & Edginton, 2006, p. 56). The term *recreation* is derived from two Latin words. The first is *recreatio* and the second is *recreare*. These two terms mean to refresh and to restore. Terms often associated with recreation include amusement, diversion, enjoyment, fun, pleasure, relaxation, entertainment, pas-

time, playtime, and relief. In other words, recreation is an activity that people engage in to relax, have fun, or enjoy themselves.

The basic definition of recreation is, “. . . an activity that is engaged in during one’s free time, that is pleasurable, and which has socially-redeeming qualities” (Edginton et al., 2006, p. 56). Authors such as Cordes and Ibrahim (2003), Kraus (2000), More and Averill (2003), Russell (2005), and McLean and Hurd (2012) have all used a definition that is similar or close to the one referenced above. The constructive use of one’s time is often associated with recreation activities. Further, recreation is often defined as a pursuit that is voluntarily engaged in for intrinsic motivational reasons.

Kraus (2000) and McLean and Hurd (2012) offer a complete analysis of the term recreation as found in the literature. They suggest that the following elements (adapted and combined here) are important in defining recreation:

- Recreation is widely regarded as an activity (including physical, mental, social, and emotional involvement) as contrasted with sheer idleness or complete rest.
- Recreation may include an extremely wide range of activities such as sports, crafts, performing arts, fine arts, music, dramatics, travel, hobbies, and social activities. These activities may be engaged in by individuals or by groups briefly or in a sustained way, for single episodes or throughout one’s lifetime.
- Recreation is voluntary and does not occur because of outside pressures, compulsory or obligatory, and is prompted by internal motivation.
- Recreation activities are socially redeeming and wholesome and they contribute to the development of society.
- Recreation has the potential for many desirable outcomes—fun is the steadfast goal of recreation, yet not its purpose (Haun, 1965).
- Recreation takes place during one’s free time, although it is not so much the activity that one pursues, but rather the reason for engaging in it (McLean & Hurd, 2012, p. 56).
- Recreation is dependent on a state of mind or attitude; it is not so much the reason for doing it, but rather the way the individual feels about the activity.

Kelly (2012) outlined the blurredness of recreation as it relates to leisure:

Recreation may be defined in the same way as leisure. Many recreation theorists prefer to define it as inclusively as possible. Therefore, one option for defining recreation is as all non-work activity that is beneficial to participants. Others define recreation as one kind of leisure with distinct characteristics. (p. 28)

Specifically related to community recreation, Butler (1976) defined recreation as activities that lead to direct satisfaction on behalf of participants; recreation is the services that community parks and recreation agencies offer to community members. Recreation is a social institution or professional field of practice. In this book, recreation is defined as the programs and services that differing recreation and leisure agencies offer to people so that they can experience leisure.

Concepts of Leisure

There is no universally accepted definition of leisure. Edginton et al. (2006) wrote, “Leisure is an illusive term—the meaning of which has been pursued by individuals for centuries” (p. 36). In ancient times and even in the present, leisure has been viewed as the opposite of physical toil or labor. In other situations, leisure has been tied to the movement of the seasons and, in turn, to the celebration of the planting and harvest periods. In more recent times, leisure has been tied to various outcomes, ends, and values. One could argue that in contemporary society, individuals seek and value leisure as greatly as they do monetary ends. The leisure experience provides individuals with the opportunity for renewal, relaxation, and a rejuvenation of the spirit. Leisure provides individuals with the opportunity to transform themselves by gaining new skills, knowledge, and perspectives on life (Edginton & Chen, 2014). Some of the more frequently cited ways of conceptualizing leisure are offered in the following sections.

Free time. De Grazia (1962) suggested that time can be broken into the components of existence, subsistence, and free time. Existence refers to the acts in which individuals engage to maintain their being. This includes sleep, eating, and other activities in which they must engage to maintain their life. Subsistence refers to activities in which people engage to support their life or livelihood. It is the source from which people draw support for their food, lodging, clothing, and other activities. Free time refers to the time available for individuals to enjoy or experience leisure.

Leisure as an activity. Another way of looking at leisure is to conceptualize it as a form of activity. This idea is advanced by the French sociologist Dumazedier (1967). He suggested that specific leisure activities may be distinctly unique when compared to one’s work activities or those associated with one’s activities of existence. The challenge in defining leisure from this perspective is that some activities overlap with one another. The artist who paints may be doing so because it is a leisure activity. On the other hand, the artist may also be engaging in the activity to earn a living and support oneself.

Leisure as state of mind. This approach to defining leisure is to view it as a psychological state of mind. Neulinger (1974) proposed this idea, suggesting that individuals may enjoy leisure at any given moment depending on their psychological state of being. Therefore, leisure is a subjective experience reflecting an individual’s emotional state or mood.

Leisure as a quality of action. Engaging in choice, which involves a quality of action, provides an opportunity for individuals to find meaningfulness and relevance in their leisure. Freysinger and Kelly (2004) noted, “The quality of the action—its ‘playfulness’ makes it leisure” (p. 19). They further suggested that leisure “. . . can take place anywhere and anytime, but it has the quality of self-containing meaning” (p. 19). To be at leisure may involve physical actions, social interactions, or even solitary activities.

Leisure as a social instrument. Murphy (1974) suggested that leisure can serve instrumental or useful ends. In other words, leisure experiences often are forms of prevention or intervention that advance some individual or collective social good. The misuse of leisure has been a concern of society over the past 150 years and remains so today.

Leisure as a symbol of social class. Perhaps one of the earliest theories of leisure was offered by the University of Chicago sociologist Veblen (1899). Veblen suggested

that leisure is a reflection of one's social class or status. He noted that leisure pursuits often reflect an individual's wealth or lack thereof. One's leisure could be explained by the way in which the individual engaged in leisure and the types of experiences the person may have pursued.

Leisure as spiritual expression. It is interesting to note that perhaps the earliest expressions of leisure reflected one's spiritual underpinnings. In reviewing philosophical writings of the field for an 80-year period starting in 1900, Sylvester (1987) noted that much of the literature focused on "divine ends." McLean and Hurd (2012) wrote that another way of defining leisure is in terms of spiritual expression or religious values.

Leisure as an anti-utilitarian concept. Again, Murphy (1974) proposed that leisure does not necessarily serve any given purpose or end. Seeking and participating in a leisure experience needs no justification. Murphy wrote,

The social structure of the industrial society, governed by an economic principle of rationality, clashes with the emerging values of the culture, and anti-utilitarian hedonistic pleasure-seeking rationale based on openness, choice, flexibility, change and spontaneity . . . [emerged providing] . . . an arena for fellowship, spontaneity, authenticity, and creativity. (p. 10)

Leisure as a social construct and political act. Leisure according to this conceptualization is a learned social construct that incorporates a political identity (Freysinger & Kelly, 2004). Rojek (2000) and Wearing (1998) suggested that the context of one's culture shapes one's leisure and the politics of gender, age, race, ethnicity, and social economic status. Power and privilege may shape one's leisure, and in turn, the desire to gain greater power and privilege may govern the acts of individuals.

Holistic leisure. Can everything have potential for leisure? Can leisure be viewed as a multidimensional construct that incorporates all of the aforementioned definitions? Murphy (1974) wrote that in fact leisure can be viewed from a holistic perspective. All of the constructs that have been mentioned can in fact be ways of defining leisure and in some cases incorporated into the various ways of viewing leisure.

CRAFTING THE LEISURE EXPERIENCE

If one defines leisure as a state of mind, then a logical question one might ask is, what factors may influence their psychological state? Such factors that individuals must hold in their consciousness or mental state are known as antecedents. An antecedent is a preexisting or precursor element that may influence an individual's ability to experience leisure. Gaining knowledge of the antecedents that support an individual experiencing leisure may be invaluable to the recreation and leisure programmer in planning, organizing, and delivering such leisure experiences. The research literature provides insights into the antecedents, and this section identifies several that pertain to the crafting of the leisure experience.

Perceived Freedom

The concept of freedom is essential to the leisure experience. Freedom suggests that one has the power to act without constraints. One may be free *to* participate or one may

be free *from* the factors that may hinder participation. To be free is to be exempt from control. Whether or not a person is actually free is irrelevant. However, an individual must perceive that one is free to choose or select to participate in a given leisure experience. Perceived freedom is the realization or understanding that one has attained an awareness that one is free to act and pursue a leisure interest without undo restraint.

Perceived Competence

Perceived competence is similar to perceived freedom in that the participant has the knowledge, skill, or ability to participate in a given leisure experience. Again, whether the person has the required knowledge, skill, or ability to participate is irrelevant. The issue is whether or not the person perceives that one has the appropriate knowledge, skill, or ability to participate in a given leisure experience. However, Csikszentmihalyi (1990) suggested that when a person's skill level is not worthy of the challenge they are presented, they may experience anxiety, worry, apathy, or boredom. On the other hand, it is always interesting to observe individuals for whom perception of their competence exceeds their actual ability. A good example of this is adult athletes who participate in a sports league whose external demeanor would lead one to believe that they are highly competent, yet in reality they struggle to succeed.

Intrinsic Motivation

To be motivated within oneself is another key antecedent to the leisure experience. In other words, people seek participation in the leisure experience for the inner satisfaction that is derived. It is the pleasure that they get from the act of participation in a leisure experience. Intrinsic motivation is often highly personal and subjective in nature. It is the motivation that comes from within the individual rather than that external to the individual. In the leisure experience, external rewards such as certificates, trophies, and even positive comments offered by an instructor or coach are often viewed as intrinsic motivators. On the other hand, intrinsic motivators are behaviors that individuals pursue for enjoyment, for pleasure, or to gain some new knowledge, skill, or ability. All of the aforementioned factors may provide personal satisfaction for participants as a result of their participation and leisure experience.

Positive Affect

For individuals to experience leisure, they must perceive that they have some control over the way in which the leisure experience unfolds. This is known as positive affect and refers to the extent that a person has some control over the experience. Most leisure experiences unfold in a linear fashion, and most recreation and leisure programmers provide opportunities for individuals to gain influence into the way in which the leisure experience is implemented. When an individual exhibits greater locus of control over the leisure experience, the possibility of enjoying a leisure state is greater. Individuals experiencing a sense of external locus of control are less likely to experience leisure. However, this factor is somewhat culturally influenced because individuals who live in societies that reflect themes such as fate, chance, and luck that promote external locus of control may in fact experience leisure. Thus, control may be a culturally determined or relevant factor.

In the leisure experience, participants may engage in several dispositions. The first is that of *anticipation*, followed by engagement in the experience leading to some type of *transformation*, and then the opportunity for *reflection*. The act of anticipating something involves the participant thinking about the expectation for a forthcoming experience. Many leisure experiences are very positive and produce opportunities for pleasure, happiness, social bonding, growth, knowledge, and skill enhancement as well as the opportunity to make new friends. An interesting phenomenon surrounded a \$1.5 billion Powerball drawing. This event created a tremendous amount of anticipation and speculation. Everyone who bought a ticket and even those who did not discussed ways in which they might spend those funds. The event generated a tremendous amount of enthusiasm and interest. For the three winners of the Powerball, we are sure that they were immediately transformed. And the opportunities for reflection started immediately after the winning numbers were announced. Most of which was positive and encouraging, especially the responses of joy for the winners.

RECREATION AND LEISURE SERVICE ORGANIZATIONS

A myriad of governmental, nongovernmental, and commercial organizations deliver recreation and leisure programs and services. Such organizations range from large bureaucratic agencies organized at the federal or state level of government to small business enterprises operated as sole proprietorships. The structure of such organizations varies greatly depending on the size and complexity of its operations, budget, and number of participants and programs offered. All of these organizations employ recreation and leisure programmers to some extent. Certain types of organizations rely greatly on the skills of recreation and leisure programmers to deliver organized leisure experiences that emphasize active pursuits. Whereas others focus their attention to providing leisure experiences that are passive and require less formal interaction between the programmer and participant. This section includes the three basic types of recreation and leisure service organizations.

Governmental Recreation and Leisure Service Agencies

Recreation and leisure organizations can be found at all governmental levels from municipal to state/provincial to federal. At the municipal level of government, nearly every community in North America has a park and recreation department, or a single-purpose park and/or recreation special district. Still further, county governments often operate park systems that offer regional and often specialized park and recreation areas, facilities, and services. Municipal recreation and leisure organizations draw their resources from taxes, earned income, contractual activities, and financial assistance gained through grants, entitlements, donations, and planned gifts. State and provincial governments are also involved in the provision of parks and recreation services. Many of these types of services focus on outdoor recreation, fish and wildlife, management of trail systems, tourism promotion, and the arts. Resources for state and provincial agencies are drawn from taxes, fees and charges, grants, endowments and trusts, and sales revenue derived from concessions and retail outlets. Federal agencies are involved in a variety of functions related to recreation and leisure. Broadly, the federal government

carries out several functions including (1) management of outdoor recreation resources, (2) management of recreation programs, (3) regulations and standards, (4) open space and park assistant programs for research and technical assistance, (5) promotion of recreation as an economic function, (6) advisory/ financial assistance, and (7) conservation/preservation resource reclamation (Edginton et al., 2006, p. 271). Federal agencies such as the National Park Service, Forest Service, Bureau of Land Management, Fish and Wildlife Service, Bureau of Indian Affairs, Army Corps of Engineers, Bureau of Reclamation, Veterans Affairs, National Endowment for the Arts, National Endowment for the Humanities, and Department of Defense all operate recreation and leisure programs and services.

Nongovernmental Recreation and Leisure Service Organizations

Perhaps the fastest growing category of recreation and leisure services is the nongovernmental, nonprofit organization. Organizations of this type provide a wide array of recreation and leisure services. From a historical perspective, many of these organizations were focused on providing programs for children and adolescents. Such organizations include the YMCA, YWCA, Boy Scouts of America, Girls Scouts of the USA, Junior Achievement, Camp Fire, Girls Inc., Boys and Girls Clubs of America, Big Brothers Big Sisters of America, Catholic Youth Organization, and Young Men's and Young Women's Hebrew Association. Still further, United Service Organizations and the American Red Cross provide programs such as aquatic training or disaster relief to military personnel and individuals requiring specialized services. Still further, several preservation/conservation, purpose-driven organizations such as the Sierra Club and the Yellowstone Association provide educational services in support of individual leisure pursuits in the outdoors. Such organizations derive their resources from membership fees, donations and gifts, grants, fundraising initiatives, sales revenue, scholarships and endowments, admissions, and rental fees.

Commercial Recreation and Leisure Service Enterprises

Commercial recreation and leisure organizations are profit-driven enterprises. There are many types of commercial agencies that provide recreation and leisure programs and services. These range from travel and tourism agencies, hospitality and food services, retail outlets, leisure services, outdoor environments, and entertainment services. This latter category includes professional sports, gaming establishments, horse racing and dog racing, automobile racing, carnivals, theme and amusement parks, home entertainment, and special events and festivals. The rise of electronically driven recreation and leisure opportunities has been significant. Screen time from a variety of sources including computers, cell phones, and television dominates the recreation and leisure market today. It is interesting to note that the total recreation expenditures in the United States in the commercial sector in 1990 was \$314.7 billion or 8.2% of the GDP. That percentage of the GDP remained stable through 2007, and the actual expenditures increased to \$905.8 billion. However, in 2009 the figure declined to \$897.1 billion or 9.0% of the GDP (U.S. Bureau of Economic Analysis, 2011). No doubt this downturn in expenditures occurred as a result of the deep recession that occurred during this period.

When people have less discretionary income, they redirect the money to expenditures such as food, clothing, housing, and transportation.

SUMMARY

Recreation and leisure programming in the 21st century will be required to reflect the social and cultural conditions of the times. The 21st century will present different opportunities as well as challenges for the recreation and leisure programmer. The times will require a host of new social inventions to address the emerging challenges faced by individuals living in the 21st century. Many factors will affect the work of recreation and leisure programmers, not the least of which are the way in which people are connected with one another and the way that individuals have emerged as co-creators of their own recreation and leisure experiences. Other factors such as the way in which time, social relationships, and the family structure are conceptualized will impact the recreation and leisure of individuals. Also, the demographic of U.S. society is changing, as well as the orientations of various generational groupings. Undoubtedly, the role of the recreation and leisure programmer will continue to evolve and change.

Recreation and leisure programming has been framed as a professional responsibility in this chapter. In fact, it is a primary role and responsibility of the recreation and leisure programmer. Not only is the recreation and leisure programmer involved in planning, organizing, and implementing programs and services, but the programmer is also responsible for resourcing such activities and events. This may involve not only procuring areas, facilities, equipment, and other necessary supplies, but also staffing. Staffing involves the recruiting, selection, development, and supervision of individuals who may in fact be involved in direct service delivery.

The basic concepts and definitions of play, recreation, and leisure have been introduced in this chapter. Play is a form of human behavior that is carried out for intrinsic purposes and is often highly self-motivated. Recreation can be defined as an activity that is voluntarily engaged in during one's free time that is pleasurable and has socially redeeming qualities. Leisure is more elusive when defined in comparison to either play or recreation. Among the definitions of leisure are (1) free time, (2) leisure as an activity, (3) leisure as state of mind, (4) leisure as a quality of action, (5) leisure as a social instrument, (6) leisure as a symbol of social class, (7) leisure as spiritual expression, (8) leisure as an anti-utilitarian concept, (9) leisure as a social construct and political act, and (10) holistic leisure.

Crafting of the leisure experience involves an understanding of its antecedents or the conditions that must be in place prior to a person experiencing leisure. Antecedents to experiencing leisure are perceived freedom, perceived competence, intrinsic motivation, and positive affect. In addition, the leisure experience often involves a cycle of anticipation, transformation, and reflection. Numerous recreation and leisure organizations plan, organize, and implement programs and services. The three basic types include governmental, nongovernmental, and commercial.

DISCUSSION QUESTIONS

1. What distinguishes recreation and leisure programming and the work of the programmer in the 21st century?
2. Identify and discuss social, cultural, economic, and environmental factors impacting recreation and leisure programming in the 21st century. Identify one example of each factor in your local community.
3. Why do you think recreation and leisure programming is essential in addressing the needs and interests of individuals in the 21st century?
4. Why is recreation and leisure programming a basic responsibility of the recreation and leisure professional?
5. What is play? Why is it useful to understand play, and how can one's definition be applied to one's professional activities?
6. What is recreation? Why is it useful to understand recreation, and how can one's definition be applied to one's professional activities?
7. Define leisure from its multiple perspectives. Why do you think *leisure* is such an elusive term?
8. What is meant by antecedents to the leisure experience? Identify four antecedents to leisure. Why is knowledge of these antecedents useful in the recreation and leisure programming process?
9. There appears to be a cycle to the leisure experience. Identify and define this cycle, and discuss ways in which the recreation and leisure programmer influences it.
10. Identify three general types of recreation and leisure organizations. Locate one or more of these types of organizations in your local community and discuss in terms of goals and objectives and in terms of recreation and leisure program offerings.

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When you study Recreation and Leisure Studies, you learn administrative and programming skills that help you develop leisure programs for all ages. The curriculum straddles the classroom and the community; real-life experiences give you the opportunity to hone your leadership and teamwork skills. Youâ€™ll also: Apply social psychological theories to the practice of leisure programming and administration. Assess community leisure needs and find creative solutions for meeting them. Learn to coordinate and execute special events, recreation and leisure programs for the community-at-large. Engage in With the Recreation and Leisure Services program, you'll have the opportunity to take your love of people and activity to limitless career heights. Because you'll combine academic and field work over the two years of the program, you'll acquire the knowledge and skills to promote community development and involvement and to plan and implement special events and programs in a variety of recreation fields. For instance, past graduates have had the chance to learn through exciting field practicums at the YMCA, The City of London, The Western Fair District, The London Knights Hockey Develop, implement and evaluate inclusive recreation, leisure and wellness programs and events for individuals, groups and communities that respond to assessed needs, interests, abilities and that use available resources and incorporate best practices. Apply administrative and customer service skills to support the delivery of recreation, leisure and wellness programs, events and services. Analyse, develop and implement marketing strategies to reach diverse individuals, groups and communities for programs, events, services and facilities using current communication technologies.